

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 09-03-2024 approved the recommendations of the Academic Council made at its meeting dated 04-12-2023 regarding start of MS Counseling and Wellbeing (2 Years Program) alongwith its Syllabi & Courses of Reading at the Institute of Applied Psychology with effect from the Academic Session 2025 and onwards.

The Syllabi & Courses of Reading of MS Counseling and Wellbeing (2 Years Program) is attached, vide Annexure 'A'.

**Admin. Block,
Quaid-i-Azam Campus,
Lahore.**

**Sd/-
Registrar**

No. D/ 2712 /Acad.

Dated: 25-04-2024

Copy of the above is forwarded to the following for information and further necessary action: -

1. The Dean, Faculty of Behavioral & Social Sciences
2. The Director, Institute of Applied Psychology
3. Chairperson, DPCC
4. Director (IT) for placement at website.
5. Assistant Registrar (Statutes)
6. Secretary to the Vice-Chancellor
7. Secretary to the Pro-Vice-Chancellor
8. Secretary to the Registrar
9. Assistant Syllabus (with file)


Assistant Registrar (Academic)
for Registrar

Program Title: MS Counseling and Wellbeing (02-Year Program)
Department: Institute of Applied Psychology
Faculty: Behavioral & Social Sciences

1. Department Mission:

The mission of the Institute of Applied Psychology is:

- To provide high quality academic and practical training in Basic and Applied Psychology and its allied fields of specialization.
- To familiarize, train and inculcate the knowledge of psychology into the students in efficacious, research oriented and training-paved manner.
- To prepare the students for careers in teaching, health, assessment, research, and community services to meet the demand in various sectors such as Industry, Military, Government, Mental Health, Social Welfare, Counseling and Guidance Centers, Educational Departments, Prisons, NGOs, Forensic Science Agency and Police and Rescue Departments.
- To carry out and publish high quality indigenous researches on topics relevant to our social problems as well as international issues.
- To equip the students with problem solving skills that would help them in personal adjustment as well as to facilitate others to adjust in everyday life and to respond to the community in emergency situations warranting psychological help to the victims/survivors.

2. Introduction

At Institute of Applied Psychology, the pivotal aim is to provide world class education and training in specialized domains of Psychology. The ultimate goal is to address the issues raised due to evolving fabric of social set ups and to transform social sciences from spherical existence to promulgation and addressal of colossal problems that are affecting human societies. The spirit is not only to cater social aspects' understanding, rather proactive approach towards curbing and solving the social dilemmas of Pakistani Society. This is matter of substantial reality that Social Sciences is at the heart and core of peaceful and advanced societies in the world. In fact, social scientists have managed to figure out the knack of amassing enough information about the people, groups, and societies for devising strategies, methods, theories, and technologies to rigorously address the problems they encounter in past few decades. It is indeed a matter of great pride that the Department of Applied Psychology, established in 1962 was upgraded as the Institute of Applied Psychology in 2013. This speaks volumes about the far reaching progress of academic and research activities in the Institute which are at par with international standards of academia in spite of limited resources.

3. Program Introduction

The MS in Counseling and Wellbeing course is designed to help acquaint students with scope of Counseling Psychology and application of therapeutic interventions to enhance Wellbeing and improve quality of life. The course empowers students to implement positive interventions in different domains of life. Students will gain competence in diverse inquiry strategies and the ability to critically review and evaluate research literature related to Counseling Psychology and Wellbeing. This course will assist in using basic counseling concepts, and professional ethics in real life settings.

4. Program Objectives

1. Deepening critical thinking ground on counseling and wellbeing and the use of skills in specific contexts, preparing students for employment for further studies.

2. Students will learn and apply counseling skills, therapeutic approaches and interventions to support adults in maintaining their well-being.
3. The goal is to have students graduated, not only to excel in the research but starting from the clinical and hospital settings to the positions in the multinational corporations to the teaching and research fields to serving in armed forces

5. **Market Need / Rationale of the Program**

The proposal for new program should include a market survey to address the need for introducing the program.

Program need assessment may include feedback from multiple sources such as:

- a) **Potential Students for the program** (career needs, subject interest etc.)
- b) **Potential Employers** (Public, private, NGOs, required skill set, industry projections, employment opportunities/estimated market demand/Number of job openings, Current and future prospects)
- c) **Academic Projections** (The national/ international universities that have launched the similar program)
- d) **Faculty** (Faculty credentials, capacity, resources sufficiency etc.)
- e) **Physical Facilities** (Lab and library facilities etc.)

6. **Admission Eligibility Criteria**

Eligibility Criteria for Admission in MS Counseling and Wellbeing

The admission criteria will be strictly in accordance to the rules set by the HEC Pakistan. Application form must be complete in all respects particularly, with reference to detailed marks in the previous examination, equivalence certificate from University of the Punjab (if required), conversion of marks (if required) and migration certificate (if required). For MS the required qualification is BS (4-Years) in Applied Psychology / Psychology / Clinical Psychology / Behavioural Sciences or MSc. in Psychology / Applied Psychology. Merit is calculated on academic merit marks, GRE based institutional entry test marks, interview marks, and professional experience and research publications.

For MS Counseling and Wellbeing an applicant shall be judged on the basis of the following criteria for admission:

- a. Academic qualifications*- 40 Marks
 - b. Publications in HEC approved journals - (1 Mark per publication)-05 Marks
 - c. Professional experience in relevant field - 05 Marks (One Mark for each year for job in the relevant field / as per Departmental preference)
 - d. GRE based institutional entry test which consists of two parts (Part 1: Analytical; Part 2: subject based)- 40 Marks (only MCQs)
 - e. Interview -10 Marks
- Out of 40 marks reserved for academic qualifications, 40 marks for the GRE based institutional entry test and 10 for the interview, minimum 50% are the qualifying marks in each of these categories.

Only those candidates who qualify the GRE based institutional entry test will be called for an interview.

7. **Duration of the Program**

04-Semester / 02-Year Program

8. Categorization of Courses as per HEC Recommendation and Difference

Semester	Courses	Category (Credit Hours)					Semester Load
		Core Courses	Basic Courses	Major Electives	Minor Electives	Any Other	
1	Fundamentals of Counseling Psychology	Fundamentals of Counseling Psychology	Perspectives and Models of Wellbeing	Areas in Counseling Psychology	Professional and Ethical Issues		
2	Perspectives and Models of Wellbeing	Research Skills for Counseling and Wellbeing	Advanced Data Analysis and Professional Skills		Crisis Trauma and Wellbeing		
3	Professional and Ethical Issues	Psychological Assessment in Counseling and Wellbeing	Wellness Recovery Action Plan (Placement in Setting II; 250 Hrs.)		Applying Positive Interventions		
4	Research Skills for Counseling and Wellbeing	Thesis			Community Work on enhancing Well-being		
5	*Areas in Counseling Psychology						
6	Disaster and Trauma						
7	Educational and Career						
8	Rehabilitation and Substance						
9	Gerontology						
10	Advanced Data Analysis and Professional Skills						
11	Psychological Assessment in Counseling and Wellbeing						
12	Crisis Trauma and Wellbeing						
13	Advanced Counseling Skills and Treatment Plans						
14	Applying Positive Interventions						
15	Community Work on enhancing Well-being						
16	Wellness Recovery Action Plan (Placement in Setting II; 250 Hrs.)						

17	Thesis						
PU							
HEC Guidelines							
Difference (HEC & PU)							

****Areas in Counseling Psychology:***

- Marriage, Couple and Family Counseling
- Disaster and Trauma Management
- Educational and Career Counseling
- Rehabilitation and Substance Abuse
- Gerontology Counseling

**Core: Compulsory, Basic: Foundation, Major Electives: Professional Minor Electives: Specialization*

Note: The course/column heads are customizable according to nature and level of the program.

Meqvee

Director

**Institute of Applied Psychology
Punjab University, Lahore.**

9. Scheme of Studies / Semester-wise Workload (Total Course Credit Hours: 35)

#	Code	Course Title	Course Type	Credit Hours
SEMESTER-I				
1.	MSCW-511	Fundamentals of Counseling Psychology	Foundation	2
2.	MSCW-512	Perspectives and Models of Wellbeing	Foundation	2
3.	MSCW-513	Professional and Ethical Issues	Foundation	1
4.	MSCW-514	Research Skills for Counseling and Wellbeing	Major	3
5.	MSCW-515	*Areas in Counseling Psychology	Elective	2
		Marriage, Couple and Family Counseling	Elective-I	
		Disaster and Trauma Management	Elective-II	
		Educational and Career Counseling	Elective-III	
		Rehabilitation and Substance Abuse	Elective-IV	
		Gerontology Counseling	Elective-V	
Total Credit Hours:				10

SEMESTER-II				
1.	MSCW-521	Advanced Data Analysis and Professional Skills	Foundation	3
2.	MSCW-522	Psychological Assessment in Counseling and Wellbeing	Foundation	2
3.	MSCW-523	Crisis Trauma and Wellbeing	Foundation	2
4.	MSCW-524	Advanced Counseling Skills and Treatment Plans	Foundation	3
5.	MSCW-525	Applying Positive Interventions	Foundation	2
Total Credit Hours:				12

SEMESTER-III				
1.	MSCW-611	Thesis	Compulsory	6
2.	**MSCW-612	Wellness Recovery Action Plan (WRAP) Placements in Setting I (250 Hrs.)	Compulsory	3
Total Credit Hours:				09

SEMESTER-IV				
1.	*MSCW-611	Thesis	Compulsory	6
2.	MSCW-621	Community Work on Enhancing Well-being	Compulsory	1
3.	**MSCW-622	Wellness Recovery Action Plan (WRAP) Placements in Setting II (250 Hrs.)	Compulsory	3
Total Credit Hours:				04
Total Course Credit Hours				35

*Credit Hours carried over from Semester-III to Semester-IV.

**Evaluation of Placements in Setting I (250 Hrs.) Semester-III and Placements in Setting II (250 Hrs.) Semester-IV will be done through Viva Voce Examination by an External Examiner in the relevant field.

Kapoor

Director

**Institute of Applied Psychology
Punjab University, Lahore.**

10. Award of Degree

Degree awarding criteria stating:

CGPA percentage required to Qualify

Thesis /Project/Internship

Any other requirement, e.g. Comprehensive examination (if applicable)

11. NOC from Professional Councils (if applicable)

NOC will be taken from HEC.

12. Faculty Strength:

Degree	Area/Specialization	Total
Ph.D		10
1. Prof. Dr. Rafia Rafique	Health Psychology & Clinical Psychology	
2. Prof. Dr. Najma Najam (<i>Professor Emeritus</i>)	Neuropsychology & Applied Psychology	
3. Prof. Dr. Farah Malik	Clinical Psychology & Forensic Psychology	
4. Prof. Dr. Saima Ghazal	Decision Making & Organizational Psychology	
5. Dr. Iram Fatima	Social Psychology & Clinical Psychology	
6. Dr. Fatima Kamran	Health Psychology & Clinical Psychology	
7. Dr. Shazia Qayyum	Organizational Psychology, Experimental Psychology	
8. Dr. Afsheen Masood	Child Psychology & Developmental Psychology	
9. Dr. Afifa Anjum	Positive Psychology & Counseling Psychology	
10. Dr. Omama Tariq	Health Behavior & Clinical Psychology	
MS/M.Phil		
1. Mr. Faiz Younas	Gender Psychology & Social Psychology	01
	Total	11

13. Present Student Teacher Ratio in the Department

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Punjab University, Lahore.

Course Outlines separately for each course. The course outline has following elements:

SEMESTER-1

Total Credit Hours: 10

Course Code: MSCW-511

Credit Hours: 2

Course Title: Fundamentals of Counseling Psychology

(Foundation Course)

Course Objectives

The main objective of this course is to acquaint students with scope and application of Counseling Psychology. They will be provided basic knowledge about the crucial role of a Counseling Psychologist, their status nationally and internationally, assessment involved in Counseling Psychology and major perspectives of Counseling Psychology.

Learning Outcomes

After successful completion of this course the students will be able to appreciate the role of Counselors to improve quality of life of human beings and the course will also orient students to gain knowledge of and competence in diverse inquiry strategies and the ability to critically review and evaluate research literature related to Counseling Psychology. Students will be able to use basic counseling concepts, and professional ethics in real life setting.

Course Contents

1. Introduction to Counseling

- 1.1 Concept & Definition of counseling; the development of counseling as a distinct profession
- 1.2 Aims and Scope of counseling; Goals of counseling; Currents trends and future directions;
- 1.3 Distinction between guidance, counseling, psychotherapy, and allied fields; Brief history of counseling psychology;
- 1.4 Current trends and Future Directions.

2. Fundamental Counseling Skills

- 2.1 Counselor's Identity
- 2.2 Characteristics of effective counselors; Roles and responsibilities of a counselor
- 2.3 Personal values in counseling; the basis and importance of theory in counseling
- 2.4 Counselor limits in Practice: Basic counseling skills, Observational skills, Questioning,
- 2.5 Communication skills, The counseling interviews, developing case

3. Research, Program Evaluation and Assessment

- 3.1 Testing and Assessment in Counseling
- 3.2 Need for Psychological tests & Uses of tests
- 3.3 Characteristics of a good psychological test: Limitations

4. Building & Working in Counseling Relationship

- 4.1 Definition and description of therapeutic alliance
- 4.2 Factors that influence the counseling process
- 4.3 Counselor skills in the understanding and action phases

Rafiq

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Core Counseling Activities

Groups in counseling; Consultation; Evaluation and research; Testing, assessment and diagnosis

Pedagogy

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- **Books**

- Axelson, J. A. (1999). *Counseling and development in a multicultural society*. London: Brooks/Cole Publishing Company.
- Bergin, A. & Garfield, S. (1994). *Hand book of psychotherapy and behavior change*. UK: John Wiley.
- Capuzzi, D. & Gross, D. (1991). *Introduction to counseling perspectives for the 1990's*. USA: Allyn and Bacon.
- Carroll, M., & Holloway, E. (1991). *Counseling supervision in context*. London: SAGE publication Inc.
- Corsini, R. (Latest edition). *Current psychotherapies*. Itasea: F.E: Peacock Publishers.
- Davy, J., & Ellis, S. (2000). *Counseling skills in palliative care*. Buckingham: Open University Press.
- Druden, W. (1992). *Hard-earned lessons from counseling in action*: UK: Sage Publications.
- Edi, C. F. (2012). *The Sage handbook of counseling and psychotherapy* (3rd ed.). Los Angeles: Sage.
- Edi, M. B. (2010). *Understanding counseling and psychotherapy*. UK: Sage Gilliland, B. E., & James, R. K. (1998). *Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.
- Eisenberg, S. & Delaney, D. (1978). *The counseling process*: Rand McNally Publications.
- Geldard, K. (2010). *Counseling adolescents* (3rd ed.). Los Angeles: Sage.

Rajeev
Director

- Gilliland, B. E., & James, R. K. (1998). *Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.
- Goldenberg, H., & Goldenberg, I. (2002). *Counseling today's families*. (4th ed.). USA: Brooks/Cole Publishing Company.
- Hanser, J., Steric, R., & Warmer, R. H. (Latest ed.). *Counseling theory and process*. Boston: Allyn and Bacon.
- Hough, M. (2010). *Counseling skills and theory* (3rd ed.). UK: Hodder Education Korchin, S. (Latest edition). *Modern clinical psychology*. NY: Basic Books company.
- Nayak, A. K. (1997). *Guidance and counseling*. New Delhi: APH Publishing Corporation.
- Nelson-Jones, R. (2011). *Six key approaches to counseling and therapy* (2nd ed.). NJ: John Wiley & Sons.
- Nelson-Jones, R. (2011). *Theory and practice of counseling and therapy* (5th ed.). Los Angeles: Sage.
- Nelson-Jones, R. (2012). *Basic counseling skills* (3rd ed.). Los Angeles: Sage.
- Palmer, S., & McMahon, G. (2000). *Handbook of counseling* (2nd ed.). New York: British Association for Counseling.
- Synder, C. R. & Forsyth, D. (1991). *Handbook of clinical and social psychology*. USA: Pergamon Press.
- Timulak, L. (2011). *Developing your counseling and psychotherapy skills and practice*. Los Angeles: Sage.
- Yalon, I. D. (Latest edition). *The theory and practice of group psychology*. New York: Basic Books Publishing Company.
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Rafique

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**Institute of Applied Psychology
Punjab University, Lahore.**

Course Code: MSCW-512
Course Title: Perspectives and Models of Wellbeing

Credit Hours: 2
(Foundation Course)

Course Objectives

In this course, students will analyze and critique developments in wellbeing education in diverse contexts. The subject examines the philosophical underpinnings of wellbeing education, scientifically informed approaches and its impact on learning. Students will learn about a range of theories of wellbeing and flourishing relevant to education from across the world.

Learning Outcomes

After successful completion of this course the students will be able to examine the philosophical claims of wellbeing education, evaluate definitions of wellbeing and flourishing within educational contexts and critique the impact of wellbeing education.

Course Contents

- 1. Stress, Health and Wellbeing**
 - 1.1 Self-serving Attributional Bias and Hedonic and Eudaimonic Aspects of Well-Being;
 - 1.2 Affect Specificity as Indicators of National Well-Being
- 2. Emotional and Behavioral Self-regulation.**
 - 2.1 Stress, Personality and Emotions
 - 2.2 From Flow to Optimal Experience: (Re) searching the Quality of Subjective Experience throughout Daily Life
 - 2.3 Gender Differences in Psychological Well-Being
- 3. Theoretical Basis of Wellbeing**
 - 3.1 Theories, perspectives and models on wellbeing
- 4. Relationship Experiences and Emotional Well-Being**
 - 4.1 Integrating emotions into the study of social relationships, wellbeing and mental health.
- 5. Work-Stress Management**
 - 5.1 Refuting irrational ideas
- 6. Techniques in Improving Wellbeing**
 - 6.1 Applied Relaxation Techniques; Meditation;
 - 6.2 Facing Worry and Anxiety; Goal Setting and Time Management;
 - 6.3 Anger Inoculation; Assertiveness Training;

Pedagogy

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/

subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

• Books

- Brdar, I. (2011). *The human pursuit of well-being: A cultural approach*. Springer.
- Davis, M., & Davis, M. (2001). *The leader's guide to the relaxation & stress reduction workbook*. New Harbinger Publications.
- Harrington, R. (2013). *Stress, health and Well-Being: Thriving in the 21st century*. Wadsworth-CENGAGE Learning.
- Ryff, C. D., & Singer, B. H. (2010). *Emotion, social relationships, and health*. Oxford Univ. Press.
- Ricard, M. (2007). *Happiness: A Guide to Developing Life's Most Important Skill*. Little, Brown and Company.
- Lyubomirsky, S. (2008). *The How of Happiness: A Scientific Approach to Getting the Life You Want*. Penguin Books.
- Gilbert, D. (2007). *Stumbling on Happiness*. Vintage Books.
- Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Atria Books.
- Rath, T., & Harter, J. (2010). *Wellbeing: The Five Essential Elements*. Gallup Press.
- Seligman, M. E. P. (2004). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. Free Press.


Director

Institute of Applied Psychology
Punjab University, Lahore.

Course Code: MSCW-513
Course Title: Professional and Ethical Issues

Credit Hours: 1
(Foundation Course)

Course Objectives

The objective of this course is to introduce students with:

- Knowledge of Ethical guidelines devised by APA, other international bodies and national bodies for Psychologists, both as researcher and professionals.
- The intent, organization, procedural consideration, and application of Code of ethics to guide them to towards attaining professional credibility and integrity as a researcher and practicing psychologist.

Learning Outcomes

At the completion of the course the student will be able to:

- Understand the ethical guidelines for conducting research in Psychology and professional ethics
- Will gain knowledge about the sense of code of conduct both as a researcher and a professional psychologist.

Course Contents

1. Introduction and Applicability of Ethical Issues

- 1.1 Historical Development
- 1.2 Code of Ethics provided by APA and BPS
- 1.3 Introduction to Mental Health Law of Pakistan

2. Ethical Standards

- 2.1 Resolving ethical issues
- 2.2 Competence
- 2.3 Human relations: Respecting Diversity, Dual role
- 2.4 Privacy and confidentiality
- 2.5 Advertising and other public statements
- 2.6 Record keeping and fees
- 2.7 Education and training
- 2.8 Research and publication: Plagiarism
- 2.9 Assessment
- 2.10 Therapy and counseling: Professional ethics

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The goal through Sessional work would be to inculcate (learning goal of) acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.

2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- **Books**

Alderson, P. (2011). *The ethics of research with children and young people* (2nd ed.). Sage: Los Angeles.

Anderson, S. K. (2010). *Ethics for psychotherapists and counselors*. UK: Wiley-Blackwell.

American Educational Research Association, American Psychological Association & National Council of Measurement in Educational (1985). *Standard for educational and psychological testing*. Washington, DC: American Psychological Association.

American Psychiatric Association (1994). *Diagnostic and statistical manual-IV-TR (2000)*. USA: Author

American Psychological Association (2002). *Publication manual of the American psychological association* (5th ed.). USA: Author.

APA Code of Ethics (1999). Ethical principles of psychologists and code of conduct. *American Psychologists*, 47, 1597-1611.

Banyard, P. (2011). *Ethical issues in psychology*. UK: Routledge.

British Psychological Society (2009). *Ethical guidelines and support*. Author

Canadian Psychological Association. (2000). *Canadian code of ethics for psychologists* (3rd ed.). Author.

Kimmel, A.J. (2007). *Ethical issues in behavioral research: Basic and applied perspectives*. UK: Wiley-Blackwell.

Government of Pakistan. Mental Health Ordinance (2001).

Available: <http://www.emro.who.int/MNH/WHD/Pakistan-Ordinance.pdf>. Accessed 11 August 2005.



Director

**Institute of Applied Psychology
Punjab University, Lahore.**

Course Code: MSCW-514
Course Title: Research Skills for Counseling and Wellbeing

Credit Hours: 4
(Major Course)

Course Objectives

This course aims to:

- Familiarize students with major concepts of research methodology i.e. from generating research idea to data collection, analysis and interpretation of findings.
- The course aims to develop scientific reasoning and understanding of link between theory and empirical investigation.
- Equip them with expertise of examining strengths and weaknesses of methodologies drawn from qualitative and quantitative traditions.
- Enable students make choices of appropriate methods to plan and execute research projects.

Learning Outcomes

At the completion of the course the student will be able to:

- Gain knowledge of research concepts and processes and they will be able to critically evaluate different research methods.
- Make decisions and follow steps involved in designing and executing a research plan.
- Design, conduct, analyze and interpret findings of an empirical investigation.
- Read through and evaluate research papers in scientific journals
- Identify ethical concerns in a research study.

Course Contents

- 1. Overview of Research in Counseling and Wellbeing**
 - 1.1 Identify and describe different types of research approaches and designs.
 - 1.2 Distinguish between experimental and descriptive approaches to research.
 - 1.3 Distinguish between quantitative and qualitative research approaches.
 - 1.4 Generate examples illustrating various types of approaches and designs.
- 2. Read, summarize, and critique research reports.**
 - 2.1 Recognize different types of research reports.
 - 2.2 Discriminate between primary and secondary sources.
 - 2.3 Identify and summarize different sections of a research report.
- 3. Understand and generate research questions, hypotheses, sampling and assignment techniques**
 - 3.1 Operationally define variables and constructs.
 - 3.2 Distinguish between manipulated and measured variables.
- 4. Analyze and interpret Basic and Inferential statistics.**
 - 4.1 Practice analysis and interpretation of descriptive and simple inferential statistics.
 - 4.2 Generate tables and graphs.
 - 4.3 Propose data analysis plans for research proposal.
- 5. Write a research proposal and Publishing Research**
 - 5.1 Utilize APA manuscript style (7th ed.)
 - 5.2 Articulate strengths and limitations of the research design.

Pedagogy

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.


Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- **Books**

- Creswell, J. (2008). *Research design: Qualitative, quantitative, and mixed methods approach*. UK: Sage Publications
- Edmonds, W., & Kennedy, T. (2013). *An applied reference guide to research designs: Quantitative, qualitative, and mixed methods*. UK: Sage Publications
- Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.
- Mook, D.G. (2001). *Psychological Research: The Ideas behind the Methods*. New York.
- Nachmias, C.F. & Nachmias, D. (1992). *Research Methods in the social sciences* (4th ed.). London: St. Martin's Press, Inc.
- Ray, W. J. (2000). *Methods toward a Science of Behavior and Experience* (6th ed), U.S.A: Wadsworth Thomson Learning.
- Reis, H. T. & Judd, C.M. (2000). *Handbook of Research Methods in Social and Personality Psychology*. United Kingdom, Cambridge University Press.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology* (5th ed.). Singapore: McGraw-Hill.


Director
 Institute of Applied Psychology
 Punjab University, Lahore.

Areas in Counseling Psychology

ELECTIVE-1

Course Code: MSCW-515

Course Title: Marriage, Couple and Family Counseling

Credit Hours: 2
(Elective Course)

Course Objectives

The objectives of the study of Marriage, Couple and Family Counseling are as following:

- Trace the historical development of the institution of family, importance and the contemporary challenges
- Explore the internal dynamics of the family
- Indicate parenting styles, intergenerational relationships and their repercussions
- Examine the transition to parenthood, and changes in marital relationship
- Have a brief review of marriage and family counseling and wellbeing

Learning Outcome

After completion of the course, the student will be able to:

- Identify family stressors, resources, crises, and resilience
- Examine the transition to parenthood, and changes in marital relationship
- Indicate the prevailing marriage and family traditions in socio-cultural perspective
- Evaluate the child, adolescence, spouse and elderly abuse and neglect
- Understand the prevailing family laws in Pakistan including child, marriage, divorce, inheritance, harassment, violence etc.
- Indicate the development needs of family resources with case studies

Course Content

- 1. Fundamental Concepts of Marriage, Couple and Family Counseling**
 - 1.1 Defining marriage, couple, and family counseling
 - 1.2 Ethical considerations and professional competencies
- 2. Origin and Development of Marriage, Couple and Family Counseling**
 - 2.1 Historical perspectives and development of the field
 - 2.2 Professionalization and Accreditation
 - 2.3 Theoretical Frameworks and Approaches
 - 2.4 Current Trends and Future Directions:
- 3. Process in Marriage, Couple and Family Counseling**
 - 3.1 Stage 1: Planning
 - 3.2 Stage 2: Assessment
 - 3.3 Stage 3: Treatment
 - 3.4 Stage 4: Termination and Follow up

Pedagogy

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- **Books**

- Bredehoff, D. J., & Walcheski, M.J. (2009). *National council on family relations*. US. MN: (Ed.).
- Brehm, S.S., & Miller, R.S. (2002). *Intimate relationships*. (3rd ed.). McGraw Hill.
- Brock, G.W., & Bernard, C.P. (2009). *Procedures in marriage and family therapy*, (4th ed.). USA: Pearson.
- Busby, D. M., & Loyer-Carlson, V.L. (2003). *Pathways to marriage: Premarital and early marital relationships*. USA: Pearson.
- Cowan, C.P., & Cowan, P.A. (1992). *When partners become parents: The big life change for couples*. New York. NY: Basic Books.
- Davis, C.G., & Mantler, J. (2004). *The consequences of financial stress for individuals, families, and society*. Doyle Salewski Inc.
- Ford, L., & Arter, J.A. (2013). *Human relations: A game plan for improving personal adjustment*, (5th ed.). Pearson.
- McGoldrick, M., Carter, B., & Gracia-Preto, N. (2011). *Expanded family life cycle, the: Individual, family, and social perspectives*, (4th ed.). Pearson.
- Nicholas, M.P., & Schwatz, R.C. (2001). *Family therapy*. Allyon & Bacon.
- Walsh, F. (1993). *Normal family processes*. (3rd ed.). Guilford Press.
- *Latest version of the Muslim Marriage and Family Laws including Harassment, Violence etc. related to the course outline.

Majid

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ELECTIVE-II

Course Code: MSCW-515

Course Title: Disaster and Trauma Management

Credit Hours: 2

(Elective Course)

Course Objectives

- An understanding of trauma and its impact and the role of a trauma response worker
- To understand why people, react differently to traumatic events
- Demonstrate a critical understanding of key concepts in disaster risk reduction and trauma management
- A comprehensive knowledge of community agencies and service providers who assist people experiencing trauma
- Effective communication with individuals and groups affected by trauma and effective case management

Learning Outcomes

Upon completion of the course the student will be able to:

- understand trauma and its impact and his/her role as a trauma response worker
- Understand and appreciate the specific contributions of various movements to the practice and conceptual understanding of disaster and trauma management and their significance in the current context
- Critically evaluate disaster risk reduction and trauma management policy and practice from multiple perspectives
- Critically understand the strengths and weaknesses of disaster and trauma management approaches, planning and programming in different countries, particularly their home country or the countries they work in
- Respond to disaster and trauma risk reduction initiatives and disasters and trauma in an effective, humane and sustainable manner.
- Effectively document the essential elements of patient assessment, care and transport.
- Integrate patho-physiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with severe injuries
- work safely and professionally across a range of organizations and roles within the field of trauma response

Course Contents

1. Introduction to Disaster & Trauma Management

- 1.1 Definition and Scope
- 1.2 Historical and theoretical perspectives

2. Types of Disaster & Trauma

- 2.1 Natural Disasters, Technological Disasters, Human-Caused Disasters
- 2.2 Pandemics and Public Health Emergencies, Trauma Types and Effects:
- 2.3 Trauma-Informed Interventions:
- 2.4 Disaster and Trauma Prevention and Preparedness:
- 2.5 Legal considerations in disaster and trauma counseling

3. Biological Basis of trauma

- 3.1 Overview of trauma and its impact on the nervous system
- 3.2 Understanding the intersection between biology and psychology in trauma response
- 3.3 Neurotransmitters and Trauma:
- 3.4 The role of neurotransmitters (e.g., serotonin, dopamine, norepinephrine) in trauma responses
- 3.5 Imbalances in neurotransmitter systems and their relationship to trauma-related symptoms

4. Communicating in Emergency Settings

- 4.1 Coordination of actors: public private partnerships in disaster situations
- 4.2 Disaster responders and psychosocial issues
- 4.3 Disaster response and post-disaster recovery
- 4.4 Nature and type of immediate response
- 4.5 Humanitarian aid, principles, values, relief and rehabilitation and development/
Psychological first aid
- 4.6 Media in disasters
- 4.7 Organizational and policy context of disaster management

5. Communication Skills for Working in the Field of Trauma

- 5.1 Listening Skills
- 5.2 Reflective practice
- 5.3 Cultural sensitivity
- 5.4 Micro-counseling

6. Trauma and its Impact

- 6.1 Types of trauma; The impact of trauma on individuals and groups;
- 6.2 Normal responses to change, loss and grief; Personal responses to trauma;
- 6.3 Understanding different personality types and reactions

7. Responding within the Context of a Traumatic Event

- 7.1 The role of a worker in the context of a traumatic event;
- 7.2 Ethical and legal issues involved in trauma response;
- 7.3 Working effectively with groups in response to trauma;
- 7.4 Working within cultures; Referral procedures across a range of organizations;
- 7.5 Self-care and safe practice
- 7.6 Support and individual coping strategies

8. Techniques for Working in the Field of Trauma

- 8.1 Psychological management of trauma in various settings;
- 8.2 Working safely: Self care
- 8.3 Traumatic incidents and environments; Trauma response plans
- 8.4 Referral processes; Case management and record keeping

Pedagogy

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/

subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

• Books

- Action Against Hunger UK (2001). *NGO initiative in risk reduction case study no. 14: Preparation for flood-related disasters*. London: Red Cross.
- ADB (1992). *Disaster mitigation in Asia and the Pacific*. Manila: ADB.
- Blakie, P. et al (1994). *At risk: Natural hazards, people's vulnerability and disasters*. London: Routledge.
- Carter, W. N. (1991). *Disaster management: A disaster manager's handbook*. Manila: ADB. Hall, G. & Snedden, R. (1996). *Natural disasters: Fact finders*. Bristol, Parragon.
- IDNDR (2000a). *Natural disasters: Strategies for mitigation and disaster response*. Germany: IDNDR.
- InterWorks (1998). *Model for national disaster management structure, preparedness plan and supporting legislation*. Madison: InterWorks.
- Nizamuddin, K. (Ed.) (2001). *Disaster in Bangladesh*. Dhaka: DRTMC.
- Pramanik, M. A. H. (1994). *Natural disasters* in Rahman, A.A. et al (Eds.). *Environment and Development in Bangladesh*. 1. Dhaka, UPL.
- Reazuddin, M. (1994). *Industry and pollution related issues* in Rahman, A.A. et al (Eds.). *Environment and Development in Bangladesh*, Vol. 2. Dhaka, UPL.
- Stoner, J. A. F. & Freeman, R. E. (2000). *Management*. New Delhi: Prentice-Hall.
- Wehrich, H. & Koontz, H. (1993). *Management: A global perspective*. New York: McGraw Hill.
- Withers, J. (1988). *Major industrial hazards: The appraisal and control*. Aldershot (UK), Gower Technical Press.

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ELECTIVE-III**Course Code: MSCW-515****Course Title: Educational and Career Counseling****Credit Hours: 2
(Elective Course)****Course Objectives**

The main objective of this course is to acquaint students with scope and application of Educational and Career Counseling. They will be provided basic knowledge about the crucial role of a Counseling Psychologist, their status nationally and internationally and assessment involved in Career Counseling.

Learning Outcomes

After successful completion of this course the students will be able to appreciate the role of Educational and Career Counselors to improve quality of life of human beings and the course will also orient students to gain knowledge of and competence in diverse inquiry strategies and the ability to critically review and evaluate research literature related to Career Counseling. Students will be able to use basic counseling concepts, and professional ethics in real life setting.

Course Contents

- 1. Introduction/Overview of Educational & Career Counseling**
 - 1.1 Definition of terms and concepts
 - 1.2 Historical perspectives of education and career counseling
 - 1.3 Scope of Educational and Career counseling
 - 1.4 Theories and Techniques of Career Development and Decision Making
 - 1.5 Trait factor
 - 1.6 Development theories
 - 1.7 Sociological theories
 - 1.8 Psychological theories
 - 1.9 Social learning theories
 - 1.10 Cognitive theories
 - 1.11 Constructivist theories
 - 1.12 Decision making

- 2. Assessment and Planning**
 - 2.1 The Career Assessment Interview
 - 2.2 Use of tests in career counseling
 - 2.3 Interest measurement
 - 2.4 Values measurement
 - 2.5 Aptitude measurement
 - 2.6 Computerized counseling programs

- 3. Sources of Occupation Information**
 - 3.1 Major sources of information
 - 3.2 Information in career resources center
 - 3.3 Computerized sources of occupational information
 - 3.4 Electronic information systems

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4. **Career Development Program Planning in School and Community Settings**
 - 4.1 Planning
 - 4.2 Organization
 - 4.3 Implementation
 - 4.4 Administration
 - 4.5 Evaluation

5. **Career Counseling Needs of Special Populations**
 - 5.1 Multicultural groups
 - 5.2 Adults in transition
 - 5.3 Women and men
 - 5.4 Individuals with disabilities
 - 5.5 Gay, lesbian, bisexual clients
 - 5.6 Elementary school
 - 5.7 Middle school
 - 5.8 High school
 - 5.9 College

6. **Career Planning and Placement in School and Community Counseling Settings**
 - 6.1 Resume writing
 - 6.2 Information interviewing
 - 6.3 Job search strategies
 - 6.4 Preparation for the job interview

Pedagogy

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Rajni
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Suggested Readings• **Books**

- Axelson, J. A. (1999). *Counseling and development in a multicultural society*. London: Brooks/Cole Publishing Company.
- Bergin, A. & Garfield, S. (1994). *Hand book of psychotherapy and behavior change*. UK: John Wiley.
- Capuzzi, D. & Gross, D. (1991). *Introduction to counseling perspectives for the 1990's*. USA: Allyn and Bacon.
- Carroll, M., & Holloway, E. (1991). *Counseling supervision in context*. London: SAGE publication Inc.
- Corsini, R. (Latest edition). *Current psychotherapies*. Itasea: F.E: Peacock Publishers.
- Davy, J., & Ellis, S. (2000). *Counseling skills in palliative care*. Buckingham: Open University Press.
- Druden, W. (1992). *Hard-earned lessons from counseling in action*: UK: Sage Publications.
- Edi, C. F. (2012). *The Sage handbook of counseling and psychotherapy* (3rd ed.). Los Angeles: Sage.
- Edi, M. B. (2010). *Understanding counseling and psychotherapy*. UK: Sage Gilliland, B. E., & James, R. K. (1998). *Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.
- Eisenberg, S. & Delaney, D. (1978). *The counseling process*: Rand McNally Publications.
- Geldard, K. (2010). *Counseling adolescents* (3rd ed.). Los Angeles: Sage.
- Gilliland, B. E., & James, R. K. (1998). *Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.
- Goldenberg, H., & Goldenberg, I. (2002). *Counseling today's families*. (4th ed.). USA: Brooks/Cole Publishing Company.
- Hanser, J., Steric, R., & Warmer, R. H. (Latest ed.). *Counseling theory and process*. Boston: Allyn and Bacon.
- Hough, M. (2010). *Counseling skills and theory* (3rd ed.). UK: Hodder Education Korchin, S. (Latest edition). *Modern clinical psychology*. NY: Basic Books company.
- Nayak, A. K. (1997). *Guidance and counseling*. New Delhi: APH Publishing Corporation.
- Nelson-Jones, R. (2011). *Six key approaches to counseling and therapy* (2nd ed.). NJ: John Wiley & Sons.
- Nelson-Jones, R. (2011). *Theory and practice of counseling and therapy* (5th ed.). Los Angeles: Sage.
- Nelson-Jones, R. (2012). *Basic counseling skills* (3rd ed.). Los Angeles: Sage.
- Palmer, S., & McMahon, G. (2000). *Handbook of counseling* (2nd ed.). New York: British Association for Counseling.
- Synder, C. R. & Forsyth, D. (1991). *Handbook of clinical and social psychology*. USA: Pergamon Press.
- Timulak, L. (2011). *Developing your counseling and psychotherapy skills and practice*. Los Angeles: Sage.
- Yalon, I. D. (Latest edition). *The theory and practice of group psychology*. New York: Basic Books Publishing Company.

ELECTIVE-IV**Course Code: MSCW-515****Course Title: Rehabilitation and Substance Abuse****Credit Hours: 2
(Elective Course)****Course Objectives**

The main objective of this course is to acquaint students with scope and application of Rehabilitation and Substance Abuse. They will be provided basic knowledge about the adverse effects of substance abuse, different models and theories of addiction and other problems related to substance abuse.

Learning Outcomes

After successful completion of this course the students will be able to describe a variety of models and theories of addiction and other problems related to substance abuse, describe the behavioral, psychological, physical health and social effects of psychoactive substances on the person using, and significant others, provide culturally relevant formal and informal education programs that raise awareness and support substance abuse prevention and the recovery process, describe factors that increase the likelihood for an individual, community or group to be at-risk for, or resilient to, psychoactive substance use disorders, describe issues of cultural identity, ethnic background, age and gender in prevention, treatment and recovery.

Course Contents

- 1. Foundation of Rehabilitation and Substance Abuse**
 - 1.1 Major perspectives on use, abuse and addiction of alcohol/drug consumption and compulsive behaviors:
 - 1.2 Moral – Legal Perspective,
 - 1.3 Medical – Health Perspective:
 - 1.4 Psychosocial Perspective
 - 1.5 Social – Cultural Perspective,
 - 1.6 Spiritual Perspective,
 - 1.7 Models and theories of dependency and addiction, Disease Model, Genetic Model, Addictive Personality Model, Family Model, Self-Medication Model
- 2. Psychopharmacology**
 - 2.1 Central Nervous System Depressants
 - 2.2 Central Nervous System Stimulants
 - 2.3 Nicotine
 - 2.4 Narcotic Analgesics
 - 2.5 Hallucinogens
 - 2.6 Inhalants
 - 2.7 Cannabis Sativa
- 3. Assessment & Diagnosis of Rehabilitation and Substance Abuse**
 - 3.1 Assessment tools and techniques for evaluating substance abuse
 - 3.2 Identifying co-occurring disorders and assessing treatment needs

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4. Treatment Planning and Intervention

- 4.1 Overview of evidence-based treatment approaches (e.g., Cognitive-Behavioral Therapy, Motivational Interviewing, Contingency Management)
- 4.2 Individual, group, and family therapy in substance abuse rehabilitation
- 4.3 Holistic and integrative approaches in addiction treatment
- 4.4 Pharmacological Interventions:
- 4.5 Medications for substance use disorders (e.g., opioid agonist therapy, nicotine replacement therapy)
- 4.6 Benefits, limitations, and considerations in pharmacological treatment
- 4.7 Psychosocial Interventions:
- 4.8 Relapse prevention strategies
- 4.9 Developing coping skills and enhancing self-efficacy
- 4.10 Building social support networks and improving interpersonal relationships
- 4.11 Diagnostic Categories and progression of the symptoms of addiction

5. Risk factors and preventive measures

- 5.1 Key components of a prevention program
- 5.2 Counseling aimed at at-risk-youth
- 5.3 Prevention including vulnerable populations
- 5.4 Interventions at various stages of the use/abuse/dependency continuum
- 5.5 Initial contact interventions
- 5.6 Experimentation Interventions
- 5.7 Interventions at the regular use stage

Pedagogy

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

• Books

- Axelson, J. A. (1999). *Counseling and development in a multicultural society*. London: Brooks/Cole Publishing Company.
- Bergin, A. & Garfield, S. (1994). *Hand book of psychotherapy and behavior change*. UK: John Wiley.
- Capuzzi, D. & Gross, D. (1991). *Introduction to counseling perspectives for the 1990's*. USA: Allyn and Bacon.
- Carroll, M., & Holloway, E. (1991). *Counseling supervision in context*. London: SAGE publication Inc.
- Corsini, R. (Latest edition). *Current psychotherapies*. Itasea: F.E: Peacock Publishers.
- Davy, J., & Ellis, S. (2000). *Counseling skills in palliative care*. Buckingham: Open University Press.
- Druden, W. (1992). *Hard-earned lessons from counseling in action*: UK: Sage Publications.
- Edi, C. F. (2012). *The Sage handbook of counseling and psychotherapy* (3rd ed.). Los Angeles: Sage.
- Edi, M. B. (2010). *Understanding counseling and psychotherapy*. UK: Sage Gilliland, B. E., & James, R. K. (1998). *Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.
- Eisenberg, S. & Delaney, D. (1978). *The counseling process*: Rand McNally Publications.
- Geldard, K. (2010). *Counseling adolescents* (3rd ed.). Los Angeles: Sage.
- Gilliland, B. E., & James, R. K. (1998). *Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.
- Goldenberg, H., & Goldenberg, I. (2002). *Counseling today's families*. (4th ed.). USA: Brooks/Cole Publishing Company.
- Hanser, J., Steric, R., & Warmer, R. H. (Latest ed.). *Counseling theory and process*. Boston: Allyn and Bacon.
- Hough, M. (2010). *Counseling skills and theory* (3rd ed.). UK: Hodder Education Korchin, S. (Latest edition). *Modern clinical psychology*. NY: Basic Books company.
- Nayak, A. K. (1997). *Guidance and counseling*. New Delhi: APH Publishing Corporation.
- Nelson-Jones, R. (2011). *Six key approaches to counseling and therapy* (2nd ed.). NJ: John Wiley & Sons.
- Nelson-Jones, R. (2011). *Theory and practice of counseling and therapy* (5th ed.). Los Angeles: Sage.
- Nelson-Jones, R. (2012). *Basic counseling skills* (3rd ed.). Los Angeles: Sage.
- Palmer, S., & McMahon, G. (2000). *Handbook of counseling* (2nd ed.). New York: British Association for Counseling.
- Snyder, C. R. & Forsyth, D. (1991). *Handbook of clinical and social psychology*. USA: Pergamon Press.
- Timulak, L. (2011). *Developing your counseling and psychotherapy skills and practice*. Los Angeles: Sage.
- Yalon, I. D. (Latest edition). *The theory and practice of group psychology*. New York: Basic Books Publishing Company.

ELECTIVE-V

Course Code: MSCW-515

Course Title: Gerontology Counseling

Credit Hours: 2

(Elective Course)

Course Objectives

The purpose of this course is to:

1. Provide a general introduction of the multi-disciplinary field of gerontology.
2. Focus on learning and memory, intellectual behaviors, personality, psychopathology and clinical intervention with specific reference to elderly.
3. To provide theoretical and empirical knowledge for understanding the aging process in experiential perspective.
4. covers major behavioral, emotional and cognitive changes in elderly and their implications.

Learning Outcomes

Upon successful completion of this course, the student will be expected to:

1. Identify and assess age related behavioral, emotional and cognitive changes and their implications for individual, interpersonal relationships, family, marriage, and sexuality.
2. Demonstrate an understanding of physical and personality changes associated with retirement, leisure activity, housing, transportation, medical care, and economic status.
3. Will have knowledge of various models of death and dying.

Contents

1. Foundation of Gerontology

- 1.1 Introduction to Ageing/ Gerontology
- 1.2 Historical perspective on aging, psychosocial aspects of aging
- 1.3 Demographics trend in aging
- 1.4 Aging vs. secondary aging
- 1.5 Demographics of aging
- 1.6 The aging process: Physical, psychological and social
- 1.7 Cultural attitudes of aging
- 1.8 Models and theories of aging
- 1.9 The bio psychosocial model
- 1.10 Evolutionary theory, molecular theory, cellular theory, and systemic theory

2. Aging and Health

- 2.1 Physical change
- 2.2 Health issues in older adults
- 2.3 Common health conditions in older adults (e.g., cardiovascular disease, osteoporosis, diabetes)
- 2.4 Age-related changes in sensory systems (vision, hearing)
- 2.5 Promoting physical well-being and healthy aging behaviors

3. Psychosocial Aspects of Aging

- 3.1 Psychological implications of ageing
- 3.2 Intelligence, personality and health
- 3.3 Continuity vs. discontinuity of behavior
- 3.4 Personality and aging: Change or stability?
- 3.5 The empty nest
- 3.6 Stages and traits: Reviewing the major studies
- 3.7 Charting the life course over generations

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4. Assessment in Gerontology

- 4.1 Evaluation of an older adult's physical, cognitive
- 4.2 Functional, and psychosocial well-being.
- 4.3 Assessments may include medical history,
- 4.4 Physical examination, cognitive screening, functional assessments (e.g., activities of daily living), and psychosocial assessments.

5. Counseling skills in Gerontology

- 5.1 Active Listening and Empathy
- 5.2 Validation and Reminiscence
- 5.3 Person-Centered Approach
- 5.4 Culturally Sensitive Practice
- 5.5 Therapeutic Alliance
- 5.6 Grief and Loss Support
- 5.7 Cognitive and Behavioral Interventions
- 5.8 Support Network Enhancement
- 5.9 Life Transitions and Retirement Counseling
- 5.10 End-of-Life and Advance Care Planning

Pedagogy

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- **Books**

Aldwin, C. M., Park, C. L., Spiro, A., Abeles, R. P. (2007). *Handbook of health psychology and aging. USA: The Guilford Press.*

- Birren, J. E. & Schaie, K. W. (Eds.).(2005). *Handbook of the psychology of aging*, (6th ed.). UK: Academic Press.
- Carr, D. C. & Komp, K. S. (2011). *Gerontology in the era of the third age implications and next steps*. UK: Springer Publishing Company
- Cavanaugh, J. C., & Whitbourne, S. K. (1999). *Gerontology: An interdisciplinary perspective* (Eds.). USA: Oxford University Press.
- Cruikshank, M. (2009). *Learning to be old: Gender, culture, and aging* USA: Rowman & Littlefield Publishers.
- Demick, J. & Andreoletti, C. (2003). *Handbook of adult development in adulthood*. NY: Kluwer Academic/ Plenum Publisher.
- Hillier, S. M. (2011). *Aging, the individual, and society* (9th ed.). Australia: Wadsworth
- Nelson, T. (2004). *Ageism: Stereotyping and prejudice against older persons*. UK: Bradford Books.
- Santrock, J. W. (2006). *Life-span development* (3rd ed.). India: Tata McGraw-Hill Education.
- Stuart-Hamilton, I. (2006). *The psychology of ageing: An introduction*. UK: Jessica Kingsley Publishers.

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SEMESTER-II**Total Credit Hours: 12****Course Code: MSCW-521****Credit Hours: 3****Course Title: Advanced Data Analysis and Professional Skills****(Foundation Course)****Course Objectives:**

The overall goal of this course is to teach students how to take raw behavioral science data, explore it, and present the results in a useful way. Students will receive a broad introduction to some of the fundamental tools and concepts of statistics for representing, visualizing, modeling, and interpreting data. In comparison to Quantitative Methods (a prerequisite), this course will cover some more advanced techniques including exploratory data analysis, nonparametric methods, multiple regression, model fitting, and modern Monte Carlo and bootstrap resampling techniques. The aim is to cultivate an intuitive understanding for statistical techniques and their appropriate application.

Learning Outcomes:

By the end of this module students are expected

- to be able to plan a research project, to enable consideration of the practicalities when conducting research in applied settings;
- to be able to manage research effectively
- to have sufficient knowledge of statistical procedures necessary for analysing data at a basic level;
- to be adept in advanced statistical skills and latest research methods that are needed to handle and interpret large datasets documenting human behaviour
- to aptly use of parametric and non-parametric statistical tests as per the requirements of the data at hand.
- In efficient application of latest techniques including confirmatory factor analysis and structural equation modeling, multilevel modeling and generalised linear models (using R software)
- to be training in disseminating the results of psychological assessments and research to academic, professional and other relevant audiences
- to be able to reflect on their personal and career development.

Course Contents:**1. Introduction to Data Entry and Data Screening**

- 1.1 Introduction-data entry; Basic data screening;
- 1.2 Choosing multivariate procedures;
- 1.3 Factor Analysis;
- 1.4 Reliability Assessment.

2. Sampling and Sampling Distribution

- 2.1 Introduction to sampling
- 2.2 Simple Random Sampling
- 2.3 Stratified Sampling
- 2.4 Cluster Sampling
- 2.5 Sample Size Determination; Sample Distribution
- 2.6 Sampling Distribution Applications
- 2.7 Professional Skills in Data Analysis; Case Studies and Practical Applications

3. Introduction to Hypothesis Testing

- 3.1 Introduction to Hypothesis Testing
- 3.2 Formulating Hypotheses
- 3.3 Test Statistics and Sampling Distribution
- 3.4 Hypothesis Testing Procedures
- 3.5 One-Sample Hypothesis Tests; Independent Samples Hypothesis Tests; Paired samples Hypothesis Tests; Introduction to ANOVA;
- 3.6 Non-Parametric Hypothesis Tests; Power and Sample Size in Hypothesis Testing
- 3.7 Practical applications and Case Studies.

4. Inferential Statistics

- 4.1 Introduction to sampling theory;
- 4.2 Populations and Samples; Techniques for random sampling and assignment; Sampling distribution of the mean;
- 4.3 Hypothesis testing (null and alternative hypotheses); one- and two-tailed tests; Levels of significance; Controlling errors.
- 4.4 Parametric Tests (t-tests, one-sample, independent, and repeated measure t-tests); Parametric Tests (ANOVA, one-way and two-way ANOVAs)
- 4.5 Non-Parametric Tests; Factorial Analysis; Cluster Analysis; Multidimensional Scaling

5. Planning and Writing Dissertation as per APA, G Power, Electronic Research

- 5.1 Introduction to Dissertation Planning
- 5.2 Literature Review
- 5.3 Research Design and Methodology
- 5.4 Data Collection and Analysis; Interpretation and Presentation of Findings
- 5.5 Writing Dissertation
- 5.6 APA Style and Formatting
- 5.7 Power for Sample Size and Power Analysis; Electronic Research Tools and Resources
- 5.8 Dissertation Proposal and Defense
- 5.9 Time Management and Project Planning; Dissertation Writing Support and Resources.

6. Advanced Research Skills

- 6.1 Electronic searches in Library
- 6.2 Literature Review; How to plan the Dissertation
- 6.3 Ethical Issues; Experimental Designs; Surveys & Questionnaires (hand-in assignment); Poster writing;
- 6.4 Conference presentation; Writing articles for professional/ academic journals
- 6.5 How to write in APA style; Power calculation using GPOWER.

7. Descriptive Statistics

- 7.1 Tables and Graphs (frequency distributions, histograms, and other graphical representations);
- 7.2 Measures of Central Tendency (mean, Median, Mode); Measures of Variability (range, variance, and standard deviation);
- 7.3 Normal Distributions and z-scores; Correlation and Regression

8. Application

In this section, students will focus on the interconnections between theory, statistical techniques, and research methods in order to identify the appropriate statistical tests to analyze data and reach objective conclusions regarding research questions in the social

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sciences. Specifically, students will engage in applied exercises designed to provide knowledge and skills to select and conduct appropriate statistical tests for psychological research, critically evaluate the results of statistical analyses and reach appropriate conclusions, and conduct data analysis using statistical software. Students will gain practice using SPSS for data entry, summarization, analysis, reporting, and presentation.

Pedagogy

Lectures, tutorials, research based statistical problem analysis, statistical software demonstration and practice, and semester work

Semester Work will include Assignments, Quizzes, Presentation, Application of the Knowledge in the Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- **Books**

- Bell, J. & Opie, C. (2002). *Learning from Research: Getting more from your data*. Buckinhan: Open University Press.
- Breakwell, G.M. et al. (eds) (2006) *Research Methods in Psychology* 3rd Edition. London: Sage Publications Ltd. ISBN 978-1412911283
- British Psychological Society (1993). *Ethical principles for conducting research with human participants*. *The Psychologist*, 6, 33-35.
- Burton, D. (2000) *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*. London: Sage Publications Ltd. ISBN 0 7619 6652 8
- Cohen, J. (1988) *Statistical Power Analysis for the Behavioral Sciences*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc. ISBN 978-0-8058-0283-2.
- Coolican, H. (2004). *Research Methods and Statistics in Psychology* (4th Ed.). London: Hodder & Stoughton.
- Denscombe, M. (2003). *The Good Research Guide: For Small-Scale-Social Research Projects*. Buckingham: Open University Press.
- Giles, D. (2013). *Advanced research methods in psychology*. Routledge.

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Howell, D.C. (2010) *Statistical Methods for Psychology* 8th (International) Edition. Belmont, CA: Thomson/Wadsworth. ISBN 978-0495597858

Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Routledge.

- **Journal Articles**

Blanca, M. J., Alarcón, R., & Bono, R. (2018). Current practices in data analysis procedures in psychology: What has changed?. *Frontiers in psychology, 9*, 2558.

Braun, V., & Clarke, V. (2021). To saturate or not to saturate? Questioning data saturation as a useful concept for thematic analysis and sample-size rationales. *Qualitative research in sport, exercise and health, 13*(2), 201-216.

Lorah, J. A., & Wong, Y. J. (2018). Contemporary applications of moderation analysis in counseling psychology. *Journal of counseling psychology, 65*(5), 629.

Martens, M. P., & Haase, R. F. (2006). Advanced applications of structural equation modeling in counseling psychology research. *The Counseling Psychologist, 34*(6), 878-911.

Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling psychology model training program. *The Counseling Psychologist, 46*(1), 6-49.

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**Institute of Applied Psychology
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Course Code: MSCW-522**Credit Hours: 2****Course Title: Psychological Assessment in Counseling and Wellbeing (Foundation Course)****Course Objectives:**

The course aims to cover basic principles and methods of individual and group assessment in counseling psychology. Introductory issues will include understanding the goals of psychological assessment, the types of measures used by counselors, settings in which assessments take place and how the assessment proves to be first right step towards enhancing wellbeing. It will cover test construction, norms, standardized scores, reliability and validity as foundational issues.

Learning Outcomes:

By the end of this module students are expected

- to be adept in different interviewing techniques, as well as appraisal, administration, scoring, and interpretation of standardized assessment measures.
- To be sensitive towards special issues include ethics, adaptations and considerations when working with ethnically and linguistically diverse populations, and social-cultural implications of the use of testing and assessment.
- A comprehensive understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- To utilize appropriate assessment procedures to provide support in crisis situations.
- Utilize assessment information to make appropriate referrals for special programs and services that will improve wellbeing of the clients.

Course Contents:**1. Introduction to Psychological Assessment in Counseling and Wellbeing**

- 1.1 Testing and Assessment
- 1.2 Use of Psychological Tests
- 1.3 Testing and Scales of measurement
- 1.4 Sources of Information about tests
- 1.5 Current perspective to counseling

2. Planning and construction of Psychological tests

- 2.1 Conceptualizing and defining the testing objectives
- 2.2 Identifying the Content areas
- 2.3 Issues in designing a test
- 2.4 Difference between a test, a questionnaire and an inventory; Preparing Checklists.

3. Test Adaptation and Translation

- 3.1 Selecting a test to be translated and adapted (Forward and Backward Translation)
- 3.2 Validation of the translated tool
- 3.3 Test Reliability

4. Test Administration and Interpretation

- 4.1 The Examiner and the Examinee
- 4.2 The examiner and test taker relationship
- 4.3 Language of test taker, Training of test-taker; Expectancy Effect
- 4.4 Behavioural Assessment; Problems in Rating Accuracy.

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- 5. Interpretation of Psychological Assessment with Counselling and Wellbeing**
- 5.1 Introduction; Psychometric Principles
- 5.2 Assessment Tools; Personality assessment
- 5.3 Psychopathology assessment;
- 5.4 Career Assessment; Cultural Considerations in Assessment
- 5.5 Feedback and Reporting; Integration of Assessment and Wellbeing Interventions;
- 5.6 Ethical and legal Considerations; Case studies and Practical applications
- 6. Interviewing Techniques**
- 6.1 Aims and types of Interview
- 6.2 Principles of Effective interviewing
- 6.3 Developing Interviewing skills.
- 7. Testing and Assessment in Action**
- 7.1 Clinical and Counselling Assessment; focus on the themes of assessment critique; administration and interpretation of assessment results; incorporating assessment results into work with clients to improve their wellbeing.

Pedagogy

Lectures, tutorials, and semester work

Semester Work will include Assignments, Quizzes, Presentation, Application of the Knowledge in the Class Projects (Group), Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.


Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- **Books**

- Cooper, C. (2018). *Psychological testing: Theory and practice*. Routledge.
- Hogan, T. P. (2019). *Psychological testing: A practical introduction*. John Wiley & Sons.
- Kaplan, R.M. and Saccuzzo, D.B. (2001). *Psychological Testing: Principles Applications and Issues* (5th Ed.). U.S.A: Wadsworth.


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Reynolds, C. R., & Livingston, R. A. (2021). *Mastering modern psychological testing*. Springer International Publishing.

Wright, A. J. (Ed.). (2019). *Essentials of psychological assessment supervision*. John Wiley & Sons.

- **Journal Articles**

Bram, A. D., Yalof, J., & Gottschalk, K. A. (2018). Psychological Testing and Psychoanalysis: Fixable Gap or Great Divide?. *SIS Journal of Projective Psychology & Mental Health*, 25(2), 166-172.

Corey, D. M., & Ben-Porath, Y. S. (2020). Practical guidance on the use of the MMPI instruments in remote psychological testing. *Professional Psychology: Research and Practice*, 51(3), 199.

Heller, J. (2019). Assessment structures in psychological testing. *Journal of Mathematical Psychology*, 91, 1-13.

Iliescu, D., & Greiff, S. (2019). The impact of technology on psychological testing in practice and policy. *European Journal of Psychological Assessment*.

Yalof, J. (2020). When the assessor's limits are tested: Enactments and the assessment frame in psychological testing. *Journal of Personality Assessment*, 102(4), 573-583.

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Course Code: MSCW-523
Course Title: Crisis Trauma and Wellbeing

Credit Hours: 2
(Foundation Course)

Course Objectives:

The course is designed to give students insight into how individuals, families and communities may experience a crisis, and the practical skills to mitigate the way crisis and trauma influence our capacity to function optimally in times of distress and beyond. If a crisis and/or trauma is addressed with compassion, effective strategies and understanding, the possibility of chronic and/or future symptoms may be significantly reduced. The objective is to address the psychological reactions and human response to crisis and the appropriate responses of mental health professionals to these events with an emphasis on improving the well-being (mental health) of those who are survivors or extended survivors of a crisis event or disaster.

Learning Outcomes:

By the end of this module students are expected

- To identify the characteristics of a person in crisis, the goals of crisis intervention and the mental health provider's considerations of treatment, including legal and ethical issues.
- To apply practical skills to assist those who are exposed to trauma and crisis experiences including loss, violence, abuse, crime, challenges with one's mental health, and communal or familial traumatic events
- Addresses the assessment, diagnosis, and treatment of crisis/disaster-related issues

Course Contents:

- 1. Introduction to Crisis and Trauma and Wellbeing**
 - 1.1 Bio psychosocial, sociocultural, and ecological perspectives of trauma
 - 1.2 Phenomenological theory of trauma and recovery
 - 1.3 Epidemiology and the neuroscience of trauma
 - 1.4 Cultural, social and systemic impacts of crisis and trauma
 - 1.5 Foundational understanding of intervention and prevention strategies
 - 1.6 Impact of trauma on individuals and groups.
- 2. Crisis Situations and Trauma-Informed Care**
 - 2.1 Types of Traumatic Experiences, Acute Trauma; Chronic Trauma; Complex Trauma
 - 2.2 Risk factors, protective factors, symptomology and common expressions of crisis and trauma
 - 2.3 Stress; Mental health concerns
 - 2.4 Vicarious trauma; Intergenerational trauma; domestic violence; child abuse; rape; dependent adult and elder abuse; working with violent people; crisis and crisis intervention.
- 3. Professional Skills in Crisis and Trauma Work**
 - 3.1 Effective crisis support; explore and practice active listening; advocacy efforts; boundary setting; self-care techniques
 - 3.2 Developing an ethical framework to guide the practice of the counselors
 - 3.3 Legal and statutory duties inherent in crisis intervention work
 - 3.4 Setting boundaries; dual relationships; confidentiality issues
 - 3.5 Consent taking; Client self-determination.

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4. Grief, Loss and Trauma Support

- 4.1 Effective strategies to support those impacted by loss in various forms
- 4.2 Normative grieving rituals and practices
- 4.3 Cultural considerations in grief; Interconnectedness of loss with life
- 4.4 Grief and loss through the lens of trauma
- 4.5 How and why grief is often misunderstood or downplayed
- 4.6 Primary and secondary losses; how to help clients make sense of loss and trauma.

5. Suicide Awareness and Prevention

- 5.1 Information concerning suicide prevention research
- 5.2 Risk assessment; how to choose appropriate interventions to help individuals contemplating suicide
- 5.3 Risk factors and protective factors, red flags and the various societal and cultural contributors to suicide
- 5.4 Practical skills in developing safety plans, conducting risk assessments and recognizing the difference between suicide ideation, self-harm and co-related mental health concerns
- 5.5 Post prevention approaches with those who have lost someone to suicide.

6. Supporting Families in Crisis

- 6.1 How relationships, especially family dynamics, are impacted due to trauma
- 6.2 Building resilience
- 6.3 Explore prevalent family crises; how to most effectively encourage safe and equitable access to services, in developmentally appropriate means
- 6.4 Implement resilience-based approaches.

7. Special Topics in Crisis Intervention

Making students explore various current issues needing considerate awareness and understanding across cities and throughout the country that are directly impacting communities' well-being and safety. Topics may vary depending on cultural shifts and events

Pedagogy

Lectures, tutorials, and semester work

Semester Work will include Assignments, Quizzes, Presentation, Application of the Knowledge in the Class Projects (Group), Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.

3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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Suggested Readings

• Books

Dudgeon, P., Milroy, H., & Walker, R. (2014). *Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles and practice*. Telethon Kids Institute, Kulunga Aboriginal Research Development Unit, Department of the Prime Minister and Cabinet (Australia).

Dunkley, F. (2018). *Psychosocial support for humanitarian aid workers: a roadmap of trauma and critical incident care*. Routledge.

Howard, J. (2013). *Distressed or deliberately defiant? Managing challenging student behaviour due to trauma and disorganised attachment*. Australian Academic Press.

Lynch, J. (2020). *A Whole Person Approach to Wellbeing: Building Sense of Safety*. Routledge.

Van der Kolk, B. A. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

Weaver, H. N. (2019). *Trauma and resilience in the lives of contemporary Native Americans: Reclaiming our balance, restoring our wellbeing*. Routledge.

• Journal Articles


Cherry, K. E., & Gibson, A. (2021). The Intersection of Trauma and Disaster Behavioral Health: An Introduction. In *The Intersection of Trauma and Disaster Behavioral Health* (pp. 3-7). Springer, Cham.

Dudgeon, P., Walker, R., Scrine, C., Cox, K., D'Anna, D., Dunkley, C., ... & Hams, K. (2014). Enhancing wellbeing, empowerment, healing and leadership. *Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles and practice*, 437-448.

Ferry, F., Bolton, D., Bunting, B., O'Neill, S., Murphy, S., & Devine, B. (2012). *Ageing, Health and Conflict. An investigation of the experience and health impact of 'Troubles-related' trauma among older adults in Northern Ireland*. Bamford Centre for Mental health and Wellbeing and the Northern Ireland Centre for Trauma and Transformation Trust.

Hatzidimitriadou, E. (2021). Mental health, trauma and wellbeing of forced and other migrants: effective responses at times of crisis. European Public Law Organization (EPLO).

Siegel, D. J. (2015). Interpersonal neurobiology as a lens into the development of wellbeing and resilience. *Children Australia*, 40(2), 160-164.


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Course Code: MSCW-524**Course Title: Advanced Counseling Skills and Treatment Plans****Credit Hours: 3
(Foundation Course)****Course Objectives:**

The course aims to equip students with the skills and knowledge that is needed to identify the main areas of concern of the clients. It will focus on development of the competencies in risk assessment, provisional diagnosis, and devising of the problem and solution focused intervention plan. The course's objective is to provide students with sufficient knowledge of mental health disorders and evidence-based therapeutic options so that they are able to work on enhancing wellbeing of the clients.

Learning Outcomes:

By the end of this module students are expected

- To assess and support patients with common mental health problems, in the self-management of their recovery
- To have an understanding of the application of evidence based low intensity treatments for common mental health problems
- To demonstrate in-depth understanding of the difference between low and high intensity treatments for common mental health problems
- To understand the scientific basis of the therapies that they are delivering
- To view the interventions in the wider context of health and wellbeing

Course Contents:**1. Introduction to Advanced Counseling Skills and Treatment**

- 1.1 Overview of Advanced counseling skills
- 1.2 Therapeutic Relationship building
- 1.3 Advanced communication skills
- 1.4 Solution focused therapy
- 1.5 Cognitive-behavioral therapy
- 1.6 Mindfulness and Acceptance based Approach
- 1.7 Psychodynamic Approaches; trauma focused counseling
- 1.8 Self-care and Professional Development
- 1.9 Case Studies and Practical Application

2. Initial Assessment and Diagnosis

- 2.1 Introduction to Initial Assessment and Diagnosis
- 2.2 Assessment Tools and Techniques
- 2.3 Clinical Interviewing Skills
- 2.4 Diagnostic Classification Systems
- 2.5 Differential Diagnosis
- 2.6 Case Formulation and Treatment Planning
- 2.7 Self-Reflection and Professional Development

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3. Treatment Planning

- 3.1 Assessment and Case Conceptualization
- 3.2 Setting Treatment Goals
- 3.3 Evidence-Based Interventions
- 3.4 Treatment Modalities and Approaches
- 3.5 Strategies for Effective Treatment Planning
- 3.6 Documentation and Evaluation
- 3.7 Ethical Considerations in Treatment Planning
- 3.8 Case Studies and Practical Applications

4. Advanced Counseling Skills and Techniques

- 4.1 The Counseling Session
- 4.2 How Micro-Skills come together
- 4.3 Initial Joining; Commencing the Session
- 4.4 Active Listening; exploring choices, making changes and planning goals
- 4.5 Concluding the Session.
- 4.6 Focus on the Present
- 4.7 Present experiences; Feedback; Transference; Projection; Resistance.
- 4.8 Tele-Counseling.
- 4.9 Visual v non-visual contact; Preparation; Initial contact; Use of micro-skills; Overall Process.
- 4.10 Debriefing; Types of Problem Callers.
- 4.11 Dealing with Crises
- 4.12 Overview of the crisis & its types; Dangers of Crises; Counsellors Responses and Intervention; Post-Traumatic Stress.

5. Therapeutic Intervention and management strategies

- 5.1 Cognitive-behavioral approaches involving Cognitive restructuring (Acceptance-based approaches)
- 5.2 Expectation-based approaches
- 5.3 Working towards Posttraumatic growth, PTG Models & theories)
- 5.4 Behavioral approaches (Relaxation training, Diaphragmatic breathing, Progressive muscle relaxation - PMR, Autogenic training - AT, Visualization/ Guided imagery)
- 5.5 Operant Behavior Therapy (Graded Activation, Time-Contingent schedules, Fear Avoidance)
- 5.6 Mindfulness-based interventions (sitting meditation, mindful movement, walking meditation, gentle yoga exercises, body scan, Journaling, Stretching)
- 5.7 Gratitude interventions; Family Counseling
- 5.8 Marital Counseling; Eclectic Approaches (Humanistic-Existential approaches; Client centered therapy, Gestalt and Logo Therapy).

6. Problem-Solving Techniques I, (Aggression):

- 6.1 Assisting the Client to Express Anger; Encouraging Change; Role-Play; Externalising Anger.

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7. Problem-Solving Techniques II, Depression:

7.1 Counseling Depression; Blocked Anger; Referral Practice; Chronic Depression; Setting Goals; Promoting Action.

8. Problem-Solving Techniques III, Grief and Loss:

8.1 Loss of Relationships; Assisting the Grieving Client; Stages of Grief.

9. Problem-Solving Techniques IV, Suicide:

9.1 Ethics; Reasons for Suicide

9.2 Perceived Risk; Counseling Strategies

9.3 Counseling Skills

9.4 Alternative Approach.

10. RAPID model

10.1 Application of the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition)

10.2 Perspectives on injuries and trauma that are beyond those physical in nature. Application of the RAPID model to public health settings, the workplace, the military, faith-based organizations, mass disaster venues, and even the demands of more commonplace critical events, e.g., dealing with the psychological aftermath of accidents, robberies, suicide, homicide, or community violence. Efficacy of the RAPID model in promoting personal and community resilience.

11. Devising Treatment Plans

Taking hypothetical case scenarios and making tentative diagnosis followed with devising complete counseling intervention plans according to the problem.

Pedagogy

Lectures, tutorials, and semester work

Semester Work will include Assignments, Quizzes, Presentation, Application of the Knowledge in the Class Projects (Group), Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their

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			students based on term paper, research proposal development, field work and report writing etc.
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Suggested Readings

• Books

- Axelson, J. A. (1999). *Counseling and development in a multicultural society*. London: Brooks/Cole Publishing Company.
- Bennett-Levy, J., Richards, D., Farrand, P., Christensen, H., Griffiths, K., Kavanagh, D., ... & Williams, C. (Eds.). (2010). *Oxford guide to low intensity CBT interventions*. OUP Oxford.
- Bergin, A. & Garfield, S. (1994). *Hand book of psychotherapy and behavior change*. UK: John Wiley.
- Capuzzi, D. & Gross, D. (1991). *Introduction to counseling perspectives for the 1990's*. USA: Allyn and Bacon.
- Carroll, M., & Holloway, E. (1991). *Counseling supervision in context*. London: SAGE publication Inc.
- Ciarrochi, J., & Bailey, A. (2008). *A CBT-practitioner's guide to ACT: How to bridge the gap between cognitive behavioral therapy and acceptance and commitment therapy*. New Harbinger Publications.
- Dās-Brailsford, P. (2006). *A practical approach to trauma: Empowering interventions*. Sage.
- Goldenberg, H., & Goldenberg, I. (2002). *Counseling today's families*. (4th ed.). USA: Brooks/Cole Publishing Company.
- Green, B. L., Friedman, M. J., de Jong, J., Keane, T. M., Fairbank, J. A., Solomon, S. D., ... & Frey-Wouters, E. (Eds.). (2003). *Trauma interventions in war and peace: Prevention, practice, and policy*. Springer Science & Business Media.
- Heidegger, M. (2006). *Mindfulness*. A&C Black.
- Levers, L. L. (2012). *Trauma counseling: Theories and interventions*. Springer Publishing Company.
- Nelson-Jones, R. (2012). *Basic counseling skills* (3rd ed.). Los Angeles: Sage.
- Shapiro, S. L., & Carlson, L. E. (2009). *The art and science of mindfulness: Integrating mindfulness into psychology and the helping professions*. American Psychological Association.

• Journal Articles

- Arch, J. J., Eifert, G. H., Davies, C., Vilardaga, J. C. P., Rose, R. D., & Craske, M. G. (2012). Randomized clinical trial of cognitive behavioral therapy (CBT) versus acceptance and commitment therapy (ACT) for mixed anxiety disorders. *Journal of consulting and clinical psychology*, 80(5), 750.
- Creswell, J. D. (2017). Mindfulness interventions. *Annual review of psychology*, 68, 491-516.
- Cohen, J. A., Mannarino, A. P., Kliethermes, M., & Murray, L. A. (2012). Trauma-focused CBT for youth with complex trauma. *Child abuse & neglect*, 36(6), 528-541.
- Ehlers, A., & Clark, D. (2003). Early psychological interventions for adult survivors of trauma: A review. *Biological Psychiatry*, 53(9), 817-826.
- Foy, D. W., Eriksson, C. B., & Trice, G. A. (2001). Introduction to group interventions for trauma survivors. *Group Dynamics: Theory, research, and practice*, 5(4), 246.
- Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of clinical psychology*, 62(3), 373-386.

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Course Code: MSCW-525
Course Title: Applying Positive Interventions

Credit Hours: 2
(Foundation Course)

Course Objectives:

The objective of the module is to make students demonstrate their learning of the advanced counseling skills. This course will familiarize students with advanced methods and concepts related to case conceptualization, treatment planning, and interventions. The course includes evaluation of practice sessions with actual clients.

Learning Outcomes:

By the end of this module, with help of real clients, students are expected to have comprehensive understanding of the real-life trauma and crises issues faced by the clients. They will be able to handle the clients with sensitivity and considering the symptoms and severity of the clients, will devise the intervention plans and efficiently carry them out.

Course Content:

1. Introduction to Positive Psychology and Positive Interventions

- 1.1 Theoretical Foundations of Positive Psychology
- 1.2 Positive Emotions and Wellbeing
- 1.3 Positive interventions
- 1.4 Mindfulness and Positive Psychology

2. Core Positive Psychology Theories, Constructs and Process

- 2.1 Theories of Subjective Wellbeing
- 2.2 Flow and Optimal Experience
- 2.3 Character Strengths and Values
- 2.4 Positive Relationships and Social Connectedness
- 2.5 Meaning and Purpose; Resilience and Post-Traumatic Growth

3. Positive Psychology Interventions in Practice

- 3.1 Gratitude Interventions
- 3.2 Strength-based Interventions
- 3.3 Positive Emotion-focused Interventions
- 3.4 Mindfulness based Interventions
- 3.5 Optimal and Resilience Interventions
- 3.6 Positive Interventions for Mental Health
- 3.7 Evaluations and Measurement of Positive Interventions

4. Positive Interventions for Communities

- 4.1 Community Wellbeing and Assessment
- 4.2 Positive Community Engagement
- 4.3 Strength-Based Community Development
- 4.4 Positive Interventions for Community wellbeing
- 4.4 Positive leadership and Collaborations

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5. Case Conceptualization

- 5.1 5 P's of Case Formulation
 5.2 Presenting Problem, Predisposing Factors, Precipitating Factors, Perpetuating Factors, Protective Factors.

6. Common Issues in Counseling and Psychotherapy

- 6.1 Counseling Reluctant Patients
 6.2 Putting Personal Judgments Aside
 6.3 Setting Relationship Limits
 6.4 Dealing with a Disjointed System
 6.5 Needing a Counselor Yourself; Religious and Cultural Issues in Counseling.
 6.6 Ethical Conduct in counseling sessions (Instructor demonstration; Skill Practice with Classmate (at least 30 minutes)

7. Advanced Counseling Skills (Performance Based Assessment)

- 7.1 Strategies for personal and professional self-evaluation and implications for practice Individual theories Lifespan Development Review of Basic Skills (Skill Practice with Classmate - at least 30 minutes)
 7.2 Developing a personal model of counseling (Skill Practice with Classmate - at least 30 minutes); Community-based resources (Instructor Demonstration - Skills Recording & critical analysis by class)
 7.3 Evidence-based counseling strategies and techniques
 7.4 Treatment and intervention plans; Working with challenging issues of with clients

Pedagogy

Lectures, demonstrations, group discussions, and semester work

Semester Work will include Assignments, Quizzes, Presentation, Demonstrations, Application of the Knowledge in the Class Projects (Group/Individual), Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.


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Suggested Readings

• **Books**

- Ivey, A. E. & Ivey, M. B. (2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. (8th ed.). Pacific Grove, CA: Thomson/Brooks/Cole.
- Heidegger, M. (2006). *Mindfulness*. A&C Black.
- Levers, L. L. (2012). *Trauma counseling: Theories and interventions*. Springer Publishing Company.
- Lukas, S. (2012). *Where to start and what to ask: An assessment handbook*. New York, NY: W.W. Norton and Company
- Rubin, L. (2003). *The Man with the beautiful voice*. Boston: Beacon Press.
- Seligman, L. (2004). *Diagnosis and treatment planning in counseling*. (3rd ed.). New York, NY: Kluwer Academic/Plenum Publishers.
- Sperry, L., & Sperry, J. (2020). *Case conceptualization: Mastering this competency with ease and confidence*. Routledge.

• **Journal Articles**

- Council of Counseling Psychology Training Programs, Association of Counseling Center Training Agencies, and Society of Counseling Psychology. (2009). Counseling psychology model training values statement addressing diversity. *The Counseling Psychologist*, 37(5), 641-643.
- Falvey, J. E. (2001). Clinical judgment in case conceptualization and treatment planning across mental health disciplines. *Journal of Counseling & Development*, 79(3), 292-303.
- John, S., & Segal, D. L. (2015). Case conceptualization. *The encyclopedia of clinical psychology*, 1-4.
- Kuyken, W., Padesky, C. A., & Dudley, R. (2008). The science and practice of case conceptualization. *Behavioural and Cognitive Psychotherapy*, 36(6), 757-768.
- Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling psychology model training program. *The Counseling Psychologist*, 46(1), 6-49.
- Schulte, D. L., Skinner, T. A., & Claiborn, C. D. (2002). Religious and spiritual issues in counseling psychology training. *The Counseling Psychologist*, 30(1), 118-134.

Rafique

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SEMESTER-III**Total Credit Hours: 09****Course Code: MSCW-611****Credit Hours: 6****Course Title: Thesis****(Compulsory Course)****Course Description:**

This course is designed to provide students with the knowledge and skills necessary to successfully complete a thesis or research project. This course will guide students through the entire process of thesis writing, from topic selection and research proposal development to conducting research, analyzing data, and writing the final thesis document. Students will learn essential research skills, critical thinking, and effective writing techniques to produce a high-quality thesis that meets academic standards.

Course Objectives:

1. Understand the purpose and significance of a thesis in academic research.
2. Select an appropriate research topic and develop a clear research question or objective.
3. Develop a comprehensive research proposal, including an effective literature review and research methodology.
4. Conduct primary and secondary research using appropriate data collection methods and research tools.
5. Analyze and interpret research findings using relevant statistical or qualitative analysis techniques.
6. Organize and structure thesis chapters effectively, ensuring logical flow and coherence.
7. Demonstrate critical thinking skills in evaluating and synthesizing existing research literature.
8. Write clearly and concisely, adhering to academic writing conventions and citation styles.
9. Apply ethical considerations in research, including proper data handling and plagiarism prevention.
10. Present research findings orally and through visual aids in a clear and engaging manner.

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Course Code: MSCW-612

**Course Title: Wellness Recovery Action Plan (WRAP)
Placements in Setting I (250 Hrs.)**

Credit Hours: 3

(Compulsory Course)

Course Overview:

The Wellness Recovery Action Plan (WRAP) is a self-designed, evidence-based system for individuals to manage their mental health challenges and promote overall wellness. This course is designed to provide participants with a comprehensive understanding of WRAP and how to effectively implement it in clinical settings. Participants will learn the principles and strategies of WRAP, gain practical skills for facilitating WRAP workshops, and explore its applications within various mental health treatment settings.

Course Objectives:

1. Understand the core principles and concepts of the Wellness Recovery Action Plan (WRAP).
2. Describe the five key components of WRAP: Wellness Toolbox, Daily Maintenance Plan, Triggers and Action Plan, Early Warning Signs and Action Plan, and Crisis Plan.
3. Identify the benefits and potential challenges of implementing WRAP in clinical settings.
4. Apply WRAP strategies and tools to support individuals in their recovery journey.
5. Develop the skills to facilitate WRAP workshops and guide participants through the process.
6. Explore the integration of WRAP within different mental health treatment settings, such as hospitals, outpatient clinics, and community-based programs.
7. Address cultural considerations and promote inclusivity when implementing WRAP in diverse populations.
8. Understand the role of peer support and collaboration in WRAP implementation.



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SEMESTER-IV

Total Credit Hours: 04

***Course Code: MSCW-611**

Course Title: Thesis

Credit Hours: 06

(Compulsory Course)


Course Description:

This course is designed to provide students with the knowledge and skills necessary to successfully complete a thesis or research project. This course will guide students through the entire process of thesis writing, from topic selection and research proposal development to conducting research, analyzing data, and writing the final thesis document. Students will learn essential research skills, critical thinking, and effective writing techniques to produce a high-quality thesis that meets academic standards.

Course Objectives:

1. Understand the purpose and significance of a thesis in academic research.
2. Select an appropriate research topic and develop a clear research question or objective.
3. Develop a comprehensive research proposal, including an effective literature review and research methodology.
4. Conduct primary and secondary research using appropriate data collection methods and research tools.
5. Analyze and interpret research findings using relevant statistical or qualitative analysis techniques.
6. Organize and structure thesis chapters effectively, ensuring logical flow and coherence.
7. Demonstrate critical thinking skills in evaluating and synthesizing existing research literature.
8. Write clearly and concisely, adhering to academic writing conventions and citation styles.
9. Apply ethical considerations in research, including proper data handling and plagiarism prevention.
10. Present research findings orally and through visual aids in a clear and engaging manner.

*** Credit Hours carried over from Semester-III to Semester-IV.**


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Course Code: MSCW-621

Credit Hour: 1

Course Title: Community Work on Enhancing Well-being

(Compulsory Course)

Course Description:

The course "Community Work for Enhancing Wellbeing" is designed for students interested in applying their knowledge and skills to promote wellbeing at the community level. This course explores the theoretical foundations, practical approaches, and ethical considerations related to community work. Students will examine psychological theories and frameworks that underpin community interventions aimed at enhancing individual and collective wellbeing.

Through a combination of lectures, discussions, case studies, and practical exercises, students will develop the competencies required for effective community engagement. They will learn how to assess community needs, identify strengths and challenges, and design evidence-based interventions that address these needs.

Course Objectives:

1. Understand the concept of community work and its role in promoting wellbeing.
2. Explore the psychological theories and frameworks relevant to community work and wellbeing enhancement.
3. Develop skills and strategies for assessing community needs and identifying areas for intervention.
4. Learn effective communication and collaboration techniques for working with diverse populations in community settings.
5. Gain knowledge of evidence-based practices for enhancing wellbeing at the community level.
6. Apply ethical principles and cultural sensitivity in community work to ensure inclusivity and respect for diverse perspectives.
7. Develop practical skills in designing, implementing, and evaluating community-based interventions to promote wellbeing.
8. Reflect on personal values, biases, and ethical responsibilities in community work to enhance professional practice.
9. Foster an understanding of the challenges and opportunities in community work and develop strategies for self-care and burnout prevention.
10. Engage in critical thinking and problem-solving to address complex social issues and promote social justice within communities.



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Course Code: MSCW-622
Course Title: Wellness Recovery Action Plan (WRAP)
Placements in Setting II (250 Hrs.)

Credit Hours: 3
(Compulsory Course)

Course Description:

This course aims to provide students with comprehensive knowledge and practical skills related to implementing the Wellness Recovery Action Plan (WRAP) in Setting II Placements. Students will learn about the principles and components of WRAP and how it can be effectively applied in various settings to support individuals in their recovery journey. The course will focus on enhancing students' understanding of mental health recovery, self-management strategies, and person-centered approaches in a Setting II environment.

Course Objectives:

1. Understand the fundamental concepts and principles of the Wellness Recovery Action Plan (WRAP) framework.
2. Identify the key components of a WRAP plan and their relevance to individuals in a Setting II placement.
3. Apply person-centered approaches and recovery-oriented practices when working with individuals in a Setting II environment.
4. Facilitate the development and implementation of individualized WRAP plans.
5. Enhance their communication and collaboration skills when engaging with service users, families, and interdisciplinary teams in a Setting II placement.
6. Demonstrate knowledge of available community resources and support networks that can be integrated into WRAP plans.
7. Evaluate and monitor the effectiveness of WRAP plans through ongoing assessment and feedback processes.
8. Demonstrate ethical considerations and professionalism when working with individuals in a Setting II placement.



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