



Syllabus

First Semester Courses in

MA PSYCHOLOGY:

LIFESPAN COUNSELLING

2023-2024

Contents:

- **Syllabus for Elective courses:**
 - **Understanding the Neuroscience of Human Behaviour**
- **Evaluation and Assessment guidelines**




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MA-I (Psychology)

Course Code: PAPSY6001EL1

Name of the Course: Understanding the Neuroscience of Human Behaviour

Credits : 4 (Theory 4 - Total 60 hrs)

Prerequisite: None

Course Objectives:

1. To develop an understanding of the structure and function of the nervous system of the human body
2. To develop an understanding of the physiological mechanisms underlying psychological processes like emotion, motivation and learning
3. To understand how biological, psychological and social factors interact to influence these physiological mechanisms
4. To understand how dysfunctions in these mechanisms negatively affect the individual
5. To apply the understanding of these mechanisms to working with clients in therapy

Course Outcomes (COs):

CO No.	On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Understand the structure and function of the nervous system of the human body	PSO 2	U
CO 2	Understand the physiological mechanisms underlying psychological processes like emotion, motivation and learning	PSO 2	U
CO 3	Explore how biological, psychological and social factors interact to influence these physiological mechanisms	PSO 2, 7	An
CO 4	Analyse how dysfunctions in these mechanisms negatively affect the individual	PSO 3	An
CO 5	Apply the understanding of these mechanisms to working with clients in therapy	PSO 1, 4	Ap

Unit 1. Neurons and the nervous system

(15 hours)

- 1.1 Neurons - structure, function, communication
- 1.2 Neurotransmitters and hormones
- 1.3 The Nervous system



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Unit 2. The Biological basis of Motivation (15 hours)

- 2.1 Sleep - physiological mechanisms, functions, disorders
- 2.2 Hunger - physiological mechanisms, eating disorders
- 2.3 Reproductive behaviour - physiological mechanisms, sexual dysfunction

Unit 3. The Biological basis of Emotion (15 hours)

- 3.1 Experiencing emotions
- 3.2 Communicating emotions
- 3.3 Regulating emotions

4.A. The Biological Basis of Change -Learning & Memory (12 hours)

- 4.A.1 Synaptic plasticity - long-term potentiation and long-term depression
- 4.A.2 Mechanisms of perceptual learning, classical conditioning, operant conditioning and relational learning
- 4.A.3 Disorders of learning and memory - amnesia

4.B. The Biological Basis of Change - Response to Psychotherapy (3 hours)

- 4.B.1 Impact of psychotherapy on brain plasticity
- 4.B.2 Memory-focused techniques
- 4.B.3 Trauma-focused techniques
- 4.B.4 Research on neuroscience-informed psychotherapy

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

Freberg, L. (2018). *Discovering behavioral neuroscience: an introduction to biological psychology*. Cengage Learning.

Cozolino, L. (2017). *The Neuroscience of Psychotherapy- Healing the Social Brain*.

W.W.Norton.

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Malhotra, S. and Sahoo, S. (2017). *Rebuilding the brain with psychotherapy. Indian Journal of Psychiatry, 59(4)*, 411-419. doi: 10.4103/0019-5545.217299; 10.4103/0019-5545.217299

Kumar, J. K., and Sadasivan, A. (2016). *Neuropsychology in India. The Clinical Neuropsychologist, 30(8)*, 1252-1266.

Carlson, N. R. (2013). *Foundations of behavioral neuroscience*. Pearson Education.

Zillmer, E. A., Spiers, M. V., and Culbertson, W. (2007). *Principles of neuropsychology*. Nelson Education.

Evaluation (Core Theory): Total marks per course – 100.

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).
CIA- 40 marks
CIA 1: Written test -20 marks
CIA 2: Assignment -20 marks
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).
End Semester Examination – 60 marks
Written examination: 60 Marks
 - MCQ from all units - 5 questions 1 mark each, all compulsory
 - Short answer questions from all units - one question from each unit for 5 marks, with internal choice, 25 marks
 - Long answer questions from all units - 2 questions with internal choice, from each unit for 15 marks each

Eg: Template for the Elective course End Semester examination in Semester I for the Elective course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.3%	33.3%	33.3%	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.

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Syllabus

Second Semester Courses in

MA PSYCHOLOGY:

LIFESPAN COUNSELLING

2023-2024

Contents:

- **Syllabus for Elective courses:**
 - **Counselling Special Groups in Childhood and Adolescence**
- **Evaluation and Assessment guidelines**



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MA-I (Psychology)

Course Code: PAPSY6002EL1

Name of the Course: Counselling Special Groups in Childhood and Adolescence

Credits : 4 (Theory 4 - Total 60 hrs)

Prerequisite: None

Course Objectives:

1. To understand the theory behind, and develop skills in counselling techniques specific to the lifespan stages of childhood and adolescence
2. To develop skills for working with distinct population groups within this lifespan stage
3. To be able to apply the skills learned in the current, real-world, Indian context

Course Outcomes (COs):

CO No.	Course Outcomes On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Understand the theory behind, and develop skills in counselling techniques specific to the age group of childhood and adolescence	PSO 4	U, Ap
CO 2	Develop skills for working with distinct population groups within this lifespan stage	PSO 4	Ap
CO 3	Apply the skills learned in the current, real-world, Indian context	PSO 1, 4, 9	Ap

Unit 1. Using play therapy techniques in counselling (12 hours)

- 1.1 Definition of play therapy and its functions
- 1.2 Materials for play therapy and its use
- 1.3 Practical considerations for conducting play therapy sessions
- 1.4 Non-directive play therapy & Directive play therapy

Unit 2. Using art-based techniques in counselling (12 hours)

- 2.1 Defining art therapy and its function in counselling
- 2.2 Types of art materials
- 2.3 Structure of an art therapy session and possible observations
- 2.4 Expressive art-based techniques for group therapy



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Unit 3. Working with survivors of child sexual abuse (12 hours)

- 3.1 Signs, stages, specific behaviours and long-term effects of CSA
- 3.2 Characteristics of perpetrators
- 3.3 POCSO (Protection of Children from Sexual Offenses Act, 2012)
- 3.4 Preventive sex education
- 3.5 Working with parents and families of child survivors of CSA
- 3.6 Working with survivors - Dos and Don'ts, initial assessment of PTSD, Trauma-Focused Cognitive Behaviour Therapy

Unit 4. Applied Behaviour Analysis (12 hours)

- 4.1 Definition and Goals of Applied Behaviour Analysis
- 4.2 Application of ABA to children with Autism Spectrum Disorder
- 4.3 Function and Topography of behaviour
- 4.4 Functional Behavioural Assessment and ABCs of behaviours
- 4.5 Tools/ techniques of change in behaviour

Unit 5. School-based Primary Prevention Programmes (12 hours)

- 5.1 Need for school counselling
- 5.2 Interventions to increase mental health awareness among stakeholders
- 5.3 Ethical considerations in implementing school-based primary prevention programmes
- 5.4 Documentation of school-based primary prevention programmes
- 5.5 Teacher training & Evidence-based school interventions

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). Applied Behavior Analysis. Pearson.

Poynton, T.A. & Carlson, J. (2016). *Promoting social and emotional learning in schools: A practical guide for school-based professionals*. Routledge.

Scafefer, C.E. & Cangelosi, D. (2016). *Essential Play Therapy Techniques*. Guilford.

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Deblinger, E., Mannarino, A.P., & Cohen, J. (2015). *Child Sexual Abuse: A Primer for Treating Children, Adolescents, and their nonoffending parents*. Oxford University.

Stone, C.B. & Dahir, C.A. (2015). *The Transformed School Counselor*. Cengage.

Fisher, W.W., Piazza, C.C. & Roane, H.S. (2014). *Handbook of applied behavior analysis*. Guilford Press.

Malchiodi, K. & Perry, B. (2014). *Creative Interventions for Traumatized Children*. Guilford.

Cohen, J. Mannarino, A.P., & Deblinger, E. (2012). *Trauma-focused CBT for Children and Adolescents: Treatment Applications*. Guilford.

Malchiodi, K. (2011). *Handbook of Art Therapy*. Guilford.

Drewes, A.E. (Eds) (2009). *Blending Play Therapy with Cognitive-Behavioral Therapy- Evidence-based and Other Effective Techniques*. John Wiley & Sons.

Kaduson, H.G. & Schaefer, C.E. (2006). *Short term Play Therapy for Children*. Guilford.

Edwards, D. (2004). *Art Therapy*. Sage.

Nelsen, J., Lott, L., & Glenn, S. (2000). *Positive Discipline in the Classroom- Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom*. Harmony.

Evaluation (Core Theory): Total marks per course – 100.

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).
Continuous Internal Assessment (40% Weightage): 5 application-based 10 mark assignments- one for each module
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).
End Semester Examination – 60 marks
Written examination: 60 Marks
 - Long answer questions from all modules

Eg: Template for the Elective course End Semester examination in Semester 2 for the Elective course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	3	3	6	12
2	3	3	6	12
3	3	3	6	12
4	3	3	6	12
5	3	3	6	12
-TOTAL -	15	15	30	60



Per objective				
% WEIGHTAGE	25	25	50	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.



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