St. Xavier's College (Autonomous), Mumbai

Syllabus of the courses offered by the Department of Psychology

(2019-20)

Contents:

Theory Syllabus for Courses:

APSY0701	Behavioural Neuroscience	2 credits
APSY0702	Cultural Context of Counselling	2 credits
APSY0703	Counselling Process and Skills	4 credits
APSY0704	Theoretical Approaches in Psychotherapy	4 credits
APSY0705	Research Methodology and Statistics in Psychology	4 credits

Title: Behavioural Neuroscience   **Course: APSY0701**

APSY0701: Behavioural Neuroscience   **(30 hours)**

Learner's 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

(A) Neurons and the nervous system   (6 hours)
- Neurons - structure, function, communication
- Neurotransmitters and hormones
- The central nervous system
- The peripheral nervous system

(B) The biological basis of motivation   (8 hours)
- Sleep - physiological mechanisms, functions, disorders
- Hunger - physiological mechanisms, eating disorders
- Reproductive behaviour - physiological mechanisms, sexual dysfunction

(C) The biological basis of emotion   (8 hours)
- Experiencing emotions

- ○ Communicating emotions
- ○ Regulating emotions
(D) The biological basis of learning and memory   (8 hours)
- ○ Synaptic plasticity - long-term potentiation and long-term depression
- ○ Mechanisms of perceptual learning, classical conditioning, operant conditioning and relational learning
- ○ Disorders of learning and memory - amnesia

Required readings:

- Carlson, N. R. (2013). *Foundations of behavioral neuroscience*. Pearson Education.
- Freberg, L. (2018). *Discovering behavioral neuroscience: an introduction to biological psychology*. Cengage Learning.
- Zillmer, E. A., Spiers, M. V., & Culbertson, W. (2007). *Principles of neuropsychology*. Nelson Education.
- Kumar, J. K., & Sadasivan, A. (2016). Neuropsychology in India. *The Clinical Neuropsychologist*, *30*(8), 1252-1266.

Title: Cultural Context of Counselling   Course: APSY0702

APSY0702: Cultural Context of Counselling   (30 hours)

Learner's objectives:

1. To understand how culture is defined and how the process of enculturation takes place
2. To understand the ways in which culture influences physical health, mental health and the process of therapy
3. To explore the diversity of cultures and indigenous practices in India
4. To understand how to incorporate Indian cultural factors to increase the effectiveness of psychotherapy

(A) What is culture   (10 hours)
- ○ Defining culture and exploring its origins
- ○ The process of enculturation and socialization
- ○ Influence of culture on mental processes and behaviours
(B) Culture and Health   (10 hours)
- ○ Culture and physical illness
- ○ Culture and mental illness
- ○ Culture and psychotherapy
(C) Culture in India   (10 hours)
- ○ Exploring the diversity of cultures in India
- ○ Indigenous practices as alternatives to counseling

  ○ Incorporating culture into counseling in India

Required readings:

- Matsumoto, D., & Juang, L. (2016). *Culture and psychology*. Nelson Education.
- Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2012). *Cross-cultural psychology: Research and applications*. Cambridge University Press.
- Vindhya, U. (Ed.). (2003). *Psychology in India: Intersecting crossroads*. Concept Publishing Company.
- Sinha, J. B. (2000). Towards indigenization of psychology in India. *Psychological Studies*.
- Varma, V. K. (1988). Culture, personality and psychotherapy. *International Journal of Social Psychiatry*, *34*(2), 142-149.

Title: Counselling Process and Skills   **Course: APSY0703**

APSY0703: Counselling Process and Skills   **(60 hours)**

Learner's objectives:

1. To facilitate a deeper understanding of the client-therapist relationship and factors that strengthen the therapeutic alliance
2. To understand what is contained in the broad stages that make up the therapeutic process
3. To facilitate development of the core conditions of counseling
4. To develop the basic skills of counseling through classroom training
5. To promote knowledgeable debate and discussion on the laws, policies and ethics of counseling in India

(A) Introduction to counseling   (14 hours)
  ○ Defining counseling, differences between counseling and psychotherapy
  ○ The counselor as a person and a professional
  ○ Understanding the therapeutic relationship
  ○ Developing an effective therapeutic alliance
(B) The process of counseling   (30 hours)
  ○ The core conditions of counseling
  ○ The stages of counselling
  ○ Basic counselling skills
(C) Laws, policies and ethics in counseling   (16 hours)
  ○ Mental health and the Indian legal system: current issues and debates
  ○ Ethical issues in counselling

Required readings:

- Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. John Wiley & Sons.
- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- McLeod, J. (2013). *An introduction to counselling*. McGraw-Hill Education (UK).
- Sriram, S. (Ed.). (2016). *Counselling in India: Reflections on the Process*. Springer.

Title: Theoretical Approaches to Psychotherapy   **Course: APSY0704**

APSY0704: Theoretical Approaches to Psychotherapy   **(60 hours)**

(A) Theory in counseling   (6h)
- What is a theory
- Why do we need theory
- Moving toward theoretical integration
- Case conceptualization

(B) **Psychodynamic approaches**:   (6h)
- History and development
- Theoretical framework
- Goals, assessment and the therapeutic relationship

(C) **Experiential approaches:** Person-centered therapy, Gestalt therapy, Existential therapy   (12h)
- History and development
- Theoretical framework
- Goals, assessment and the therapeutic relationship

(D) **Cognitive and behavioural approaches:** Cognitive-Behaviour Therapy, Rational Emotive Behaviour Therapy, Dialectical Behaviour Therapy   (12h)
- History and development
- Theoretical framework
- Goals, assessment and the therapeutic relationship

(E) **Constructivist approaches:** Solution-focused brief therapy, Emotion-Focused therapy, Narrative therapy   (12h)
- History and development
- Theoretical framework
- Goals, assessment and the therapeutic relationship

(F) **Systems approaches:** Family therapy, Interpersonal psychotherapy, Transactional Analysis   (12h)
- History and development
- Theoretical framework
- Goals, assessment and the therapeutic relationship

Required readings:

- Sharf, R. S. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. Cengage Learning.

- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- McLeod, J. (2013). *An introduction to counselling*. McGraw-Hill Education (UK).
- Laungani, P. (2004). *Asian perspectives in counselling and psychotherapy*. Routledge.
- Manickam, L. S. S. (2010). Psychotherapy in India. *Indian journal of psychiatry*, *52*(1), 366-370.

Title: Research Methodology and Statistics in Psychology   Course: APSY0705

APSY0705: Research Methodology and Statistics in Psychology   (60 hours)

Learner's objectives:

1. To understand the philosophical thought behind research in psychology and the benefits of the scientist-practitioner model
2. To develop a thorough grounding in the research process and the scientific method
3. To understand concepts in nonexperimental and experimental research, methods and analysis of the same
4. To understand the reasoning behind statistical hypothesis testing and the application of this reasoning through different inferential statistics
5. To be able to apply this conceptual knowledge to planning and executing research in the field of psychology

(A) Introduction to research in psychology -   (14 hours)
  - What is research and why do we do it
  - The scientific method - Criticisms and limitations
  - Stages of the research process
  - Ethics in research

(B) Nonexperimental research -   (14 hours)
  - Understanding the perspective behind qualitative research - grounded theory, phenomenology, reflexivity
  - Methods - observation, interview, focus groups, archival research, survey, case studies
  - Analyzing qualitative data - thematic analysis, content analysis, grounded theory, interpretive phenomenological analysis, discourse analysis
  - Analyzing quantitative data - frequencies and percentages, measures of central tendency, measures of variability, graphical representations of data, correlation

(C) Experimental research   (16 hours)
  - Variables - independent, dependent, controlled and confounding variables, their role in the experimental method, operational definitions of variables
  - Designs - baseline designs, randomized control designs, quasi-experimental designs

- ○ Statistical hypothesis testing
(D) Inferential statistics   (16 hours)
- ○ Parametric statistics - t test, analysis of variance, regression
- ○ Nonparametric statistics - Mann-whitney U test, Wilcoxin sign test, Kruskal-Wallis test, chi square test, special correlations
- ○ Multivariate statistics

Required readings:

- Coolican, H. (2017). *Research methods and statistics in psychology*. Psychology Press.
- Aron, A., & Aron, E. N. (1994). *Statistics for psychology*. Prentice-Hall, Inc.
- Harris, R. J. (2001). *A primer of multivariate statistics*. Psychology Press.
- Belhekar, V. M. (2016). *Statistics for Psychology Using R*. SAGE.

Contents:

Theory Syllabus for Courses:

APSY0801	Normal and Abnormal Development in Childhood and Adolescence	4 credits
APSY0802	Psychological Assessment in Childhood and Adolescence	4 credits
APSY0803	Counseling special groups in Childhood and Adolescence	4 credits
APSY0804	Psychotherapeutic Techniques I	4 credits

APSY0801: Normal and Abnormal Development in Childhood and Adolescence

(60 hours)

Learning objectives:

1. To understand theoretical models and research explaining typical and atypical development in different areas of the lifespan stages of childhood and adolescence
2. To evaluate these models and research findings in the current real-world scenario and in the Indian context
3. To be able to apply this understanding practically in the context of counselling

(A) Cognitive development in infancy, childhood and adolescence -

(15 hours)

- ○ Piaget's theory of early cognition, Vygotsky's sociocultural theory, adolescent thinking
- ○ Contemporary theories - connectionism and dynamic systems approaches
- ○ Development of language, development of memory, development of problem-solving
- ○ Individual differences in cognition - theories for individual variance in intelligence, intellectual disability and specific learning disabilities, ADHD

(B) Social and emotional development in infancy, childhood and adolescence

(15 hours)

- ○ Theory of mind and metacognition
- ○ Development of emotional expression
- ○ Development of empathy

- ○ Development of social interactions
- ○ Difficulties in socio-emotional development - Autism Spectrum Disorder

(C) Development of the self-concept and morality -   (15 hours)
- ○ Infant temperament and adult personality
- ○ Development of the self-concept through childhood and adolescence
- ○ Aggression, altruism and moral development
- ○ ODD, conduct disorder

(D) The Context of Development   (15 hours)
- ○ Bronfenbrenner's theory of ecological development
- ○ Family - parents and siblings
- ○ Peers and school as agents of socialization
- ○ Separation anxiety

Required readings:

- Thornton, S. (2008). *Understanding human development: biological, social and psychological processes from conception to adult life*. Macmillan International Higher Education.
- Shaffer, D. R., & Kipp, K. (2013). *Developmental psychology: Childhood and adolescence*. Cengage Learning.
- Steinberg, L., Vandell, D., & Bornstein, M. (2010). *Development: Infancy through adulthood*. Nelson Education.
- DSM-5 American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders. *Arlington: American Psychiatric Publishing*.
- Saraswathi, T. S. (Ed.). (2003). *Cross-cultural perspectives in human development: Theory, research and applications*. Sage.

APSY0802: Psychological Assessment in Childhood and Adolescence   (60 hours)

Learning objectives:

1. To develop competence in the administration, scoring and interpretation of common tools of psychological assessment used with children and adolescents.
2. To understand how to use information gained from psychological testing to inform therapeutic intervention recommendations.
3. To develop skills of writing test reports that are clear, informative and meet ethical guidelines.
4. To increase awareness of ethical and practical issues associated with psychological testing.

(A) Introduction to assessment of children and adolescents

(12 hours)

- ○ Administration of tests with children
- ○ Report-writing
- ○ Observation and behaviour rating scales- CBCL, Vanderbilt ADHD

(B) Projective tests: (16 hours)
- ○ History of projective techniques, critical evaluation
- ○ Projective drawing - DAP, Kinetic House-Tree-Person, Kinetic Family Drawing
- ○ Children's Apperception Test

(C) Intelligence testing: (18 hours)
- ○ The concept of IQ, history of and debates regarding intelligence testing
- ○ Vineland Social Maturity Scale
- ○ Seguin Form Board
- ○ Binet-Kamat Intelligence Test
- ○ Wechsler Intelligence Scale for Children

(D) Vocational guidance assessment: (14 hours)
- ○ Holland's Self-Directed Search
- ○ David's Battery of Differential Abilities

Required readings:

- Groth-Marnat, G. (2009). *Handbook of psychological assessment*. John Wiley & Sons.
- Saklofske, D. H., Schwean, V. L., & Reynolds, C. R. (Eds.). (2013). *The Oxford handbook of child psychological assessment*. Oxford University Press.
- Baral, B. D., & Das, J. P. (2004). Intelligence: What is indigenous to India and what is shared. *International handbook of intelligence*, 270-301.

APSY0803: Counselling Special Groups in Childhood and Adolescence

(60 hours)

Learning 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

(A) Using play therapy techniques in counselling
- o Definition of play therapy and its functions
- o Materials for play therapy and its use

- o Practical considerations for conducting play therapy sessions
- o Non-directive play therapy & Directive play therapy

(B) Using art-based techniques in counselling
- o Defining art therapy and its function in counselling
- o Types of art materials
- o Structure of an art therapy session and possible observations
- o Expressive art-based techniques for group therapy

(C) School-based Primary Prevention Programmes
- o Need for school counselling
- o Interventions to increase mental health awareness among stakeholders
- o Ethical considerations in implementing school-based primary prevention programmes
- o Documentation of school-based primary prevention programmes
- o Teacher training & Evidence-based school interventions

(D) Working with survivors of child sexual abuse
- o Signs, specific behaviours and long term effects of CSA
- o Characteristics of perpetrators of child sexual abuse
- o Stages of child sexual abuse
- o POCSO (Protection of Children from Sexual Offenses Act, 2012)
- o Preventive sex education
- o Working with parents and families of child survivors of CSA
- o Dos and Don't's while working with child survivors of CSA
- o Initial assessment of PTSD in child survivors of CSA
- o Trauma-focused Cognitive Behaviour Therapy

(E) Applied Behaviour Analysis
- o Definition and Goals of Applied Behaviour Analysis
- o Application of ABA to children with Autism Spectrum Disorder
- o Function and Topography of behaviour
- o Functional Behavioural Assessment and ABCs of behaviours
- o Tools/ techniques of change in behaviour

** Note: Subheadings within modules may change depending on the visiting faculty

APSY0804: Psychotherapeutic Techniques I   **(60 hours)**

Learning objectives:

1. To develop skills in practicing counselling techniques from diverse therapeutic approaches.
2. To be able to apply these skills to different psychological issues in different populations at any age in the lifespan.
3. To reinforce an in-depth conceptual understanding of the theoretical foundations of these psychotherapeutic techniques.
4. To understand how to apply these techniques in the real-world, Indian cultural context.

(A) Person-centered Therapy
   o Introduction to different types of emotions
   o Mini-sensitivity session
   o Robert Carkhoff model of Person-Centered Therapy
(B) Narrative Therapy
   o Externalizing map
   o Re-authoring map
   o Re-membering map
   o Double witnessing
   o Landscape of identity & Landscape of action
(C) Family Systems Therapy
   o Structural family therapy techniques
   o Strategic/systemic family therapy techniques
   o Trans-generational family therapy techniques
   o Post-modern therapy techniques (Solution Focused Brief Therapy & Narrative Therapy)
   o Emotion-focused couple's therapy
(D) Dialectical Behaviour Therapy
   o Emotional dysregulation among adolescents
   o Distress tolerance skills
   o Mindfulness skills- Reasonable mind, Emotional mind & Wise mind
   o Emotion regulation skills
   o Interpersonal effectiveness skills

** Note: Subheadings within modules may change depending on the visiting faculty