



**M. C. E. Society's**

**Abeda Inamdar Senior College**

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

**S.Y.B.A (Psychology)**

**Syllabus**

**(Semester & Choice Based Credit System -Autonomy 21 Pattern)**

**(To be implemented from the Academic Year 2022-2023)**



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## Syllabus for SYBA (Psychology)

To Be Implemented From 2022-23 (CBCS – Autonomy 21 Pattern)

<b>SYBA</b>					
<b>Semester</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Title of the Paper</b>	<b>Credits</b>	<b>No. of Lectures</b>
3	21ABPS2310	CC/SEC 1A	Adjustment Psychology	3	54
4	21ABPS2410	CC/SEC 1B	Psychology of Well Being	3	54
3	21ABPS23S1	DSE-1A	Introduction to Psychopathology	3	54
4	21ABPS24S1	DSE-1B	Theories of Personality	3	54
3	21ABPS23S2	DSE-2A	Developmental Psychology	3	54
4	21ABPS24S2	DSE-2B	Basics in Counselling and Therapy	3	54
3	21ABPS23EC	SEC-2A	Emotional Intelligence and Communication Skills	2	36
4	21ABPS24EC	SEC-2B	Health Promotion Skills (Mindfulness, Meditation)	2	36

CC: Core Course

DSE: Discipline Specific Elective Course

SEC1: Specific Elective Course

SEC2: Skill Enhancement Course



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### Syllabus (Semester III)

<b>Course/ Paper Title</b>	CC/SEC 1A - Adjustment Psychology
<b>Course Code</b>	21ABPS2310
<b>Semester</b>	III
<b>No. of Credits</b>	3

#### Aims & Objectives of the Course

<b>Sr. No.</b>	<b>Objectives</b>
1.	To acquaint the students with various areas of adjustment
2.	To familiarize the students with modern ways of effective adjustment.
3.	To inculcate sense of Scientific Aptitude, Approach & Social Awareness in students
4.	To develop self-understanding and insight
5.	To equip students with basic self-help skills (psychological and social)

#### Expected Course Specific Learning Outcomes

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Explain factors that are related to and challenges in adjustment.
2.	Describe several effective strategies for improving academic performance.
3.	Students will understand the empirical approach in adjustment psychology.
4.	Explain the nature and consequences of stress (positive and negative). Describe factors that increase stress tolerance.
5.	Discuss coping strategies that people employ: defensive and constructive.
6.	Understand the nature of careers and work along with challenges involved.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Adjustment in Modern World</b>	<b>12</b>
	i. Adaptation and adjustment : definition, processes, nature	1
	ii. Challenges to adjustment : Paradox of progress	2
	iii. Roots of Happiness	3
	iv. Research in Adjustment Psychology	4
	v. Being a well-adjusted student	2
<b>Unit II</b>	<b>Stress and Its Effects</b>	<b>15</b>
	i. Stress: definition, nature and types	4
	ii. Types of and Responses to stress	4
	iii. Potential Effects of Stress	4
	iv. Factors influencing stress tolerance	2
	v. Are you stressed?	1
<b>Unit III</b>	<b>Coping Processes</b>	<b>12</b>
	i. Coping : Definition, features involved	2
	ii. Limited Value Coping Patterns and Defense Mechanisms	2
	iii. Constructive Coping : Appraisal-Focused Coping	
	iv. Constructive Coping : Problem focused and Emotion Focused Coping	2
		3
	v. Responding to traumatic events	2
<b>Unit IV</b>	<b>Career and Work</b>	<b>15</b>
	i. Choosing a career	2
	ii. Models of Career Choice : Holland and Super	4
	iii. The Changing World of Work	3
	iv. Occupational Hazards and Balancing Work	4
	v. Résumé Writing	2

### References:

Weiten, W. and Lloyd, M. A. (2015). Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup> Century (Ed. 8<sup>th</sup>). Bengaluru: Thomson and Wadsworth

Kumar, V. B. (2005). Psychology of Adjustment. Mumbai: Himalaya Publishing



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### **Syllabus (Semester III)**

<b>Course/ Paper Title</b>	DSE-1A - Introduction to Psychopathology
<b>Course Code</b>	21ABPS23S1
<b>Semester</b>	III
<b>No. of Credits</b>	3

#### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	Introduce an important branch of Psychology – Psychopathology
2.	Be able to understand various approaches to and theories of Psychopathology
3.	To develop further interest in the field of Psychology and enable participants to undertake post-graduation in Clinical Psychology
4.	To help students prepare for post-graduate entrance examinations
5.	To create awareness about mental health problems in society

#### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Be able to define Abnormality and the criteria for abnormality and Psychopathology.
2.	Demonstrate knowledge about the symptoms, diagnostic criteria, and causes of various psychological disorders
3.	Understand the limitations, cultural, neurobiological, social factors in behavioral abnormalities.
4.	Recognize and demonstrate knowledge of the major disorders.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Abnormal Psychology: An Overview</b>	<b>13</b>
	i. Abnormality: Meaning, Definition, Nature.	2
	ii. Historical Background of Abnormality.	3
	iii. Criteria of Abnormal Behaviour (Biological, Psychological, Socio-cultural)	4
	iv. Current Classification Systems: DSM-5 & ICD-10/11 an Overview.	3
	v. Dissociative Identity Disorder: Case Study	1
<b>Unit II</b>	<b>Anxiety Disorders, Obsessive-Compulsive Disorders (OCD), Somatoform Disorders</b>	<b>14</b>
	i. Generalized Anxiety Disorders: Nature, Types, Symptoms, Diagnostic Criteria & Causes.	4
	ii. Agoraphobia & Social Anxiety (Phobia): Nature, Symptoms, Diagnostic Criteria & Causes.	4
	iii. Obsessive-Compulsive Disorders (OCD): Nature, Symptoms, Diagnostic Criteria & Causes.	3
	iv. Somatic Symptoms Disorder: Nature, Symptoms, Diagnostic Criteria & Causes.	2
	v. Panic Disorder: Case Study	1
<b>Unit III</b>	<b>Depressive and Personality Disorders</b>	<b>12</b>
	i. Major Depressive Disorder: Nature, Symptoms, Diagnostic Criteria & Causes.	2
	ii. Personality Disorders Characterized by Odd or Eccentric Behaviour: Nature, Symptoms, Diagnostic Criteria & Causes.	3
	iii. Personality Disorders Characterized by Dramatic, Emotional or Erratic Behaviour: Nature, Symptoms, Diagnostic Criteria & Causes.	2
	iv. Personality Disorders Characterized by Anxious	3

	or Fearful Behaviour: Nature, Symptoms, Diagnostic Criteria & Causes. v. Bipolar Disorders: Nature and Types, Schizophrenia: Nature and Types	2
<b>Unit IV</b>	<b>Eating Disorders, Sleep-Wake Disorders, Neurodevelopmental Disorders</b>	<b>15</b>
	i. Eating Disorders (Anorexia Nervosa, Bulimia, Binge-Eating): Nature, Symptoms, Diagnostic Criteria & Causes.	3
	ii. Sleep-Wake Disorders (Insomnia, Narcolepsy, Circadian Rhythm): Nature, Symptoms, Diagnostic Criteria & Causes.	3
	iii. Autism Spectrum: Nature, Types, Symptoms, Diagnostic Criteria & Causes.	3
	iv. Attention Deficit Hyperactivity Disorder (ADHD): Nature, Symptoms, Diagnostic Criteria & Causes.	3
	v. Intellectual Disability, Learning, Communication Disorders: Nature and Types	3

**References:**

- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5) fifth Edition*.
- Barlow, D. H., Durand, V. M. (2015). *Abnormal Psychology : An integrative approach. (7th ed.)*. Cengage Learning.
- Hooley, J. M., Butcher, J. N., Nock M.K., & Mineka, S., (2017). *Abnormal Psychology*. (17<sup>th</sup> ed.). Pearson Education Limited.
- World Health Organization (WHO). (1992). *The ICD-10 classification of mental and behavioural disorders*. Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization.



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### Syllabus (Semester III)

<b>Course/ Paper Title</b>	DSE-2A - Developmental Psychology
<b>Course Code</b>	21ABPS23S2
<b>Semester</b>	III
<b>No. of Credits</b>	3

#### Aims & Objectives of the Course

<b>Sr. No.</b>	<b>Objectives</b>
1.	Introduce an important branch of Psychology – Lifespan Development
2.	Be able to understand various approaches to development and significant changes taking across the life span
3.	To help students prepare for post-graduate entrance examinations
4.	To further develop insight in the field of Psychology

#### Expected Course Specific Learning Outcomes

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Understand the importance, characteristics and concern in lifespan development
2.	Understand biological, cognitive, and socio-emotional processes.
3.	Understand the periods of development, the significance of age, and discuss developmental issues.
4.	Understand Psychoanalytic, Cognitive, Behavioural and Social Cognitive, Ethological, Ecological and Eclectic theories of development
5.	To understand changes happening in physical, cognitive and socio-emotional areas across the life span

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Lifespan Development</b>	<b>12</b>
	i. Lifespan Development: Definition, Characteristics, Conceptions of Age, Time span enquiry	2
	ii. Processes and periods of development, contemporary concerns	3
	iii. Theories of development: Psychoanalysis, Cognitive, Behavioural, Social Learning, Ethological, Ecological	4
	iv. Heredity, Genetic Principles and Abnormalities	2
	v. Developmental Psychology in relation to other fields	1
<b>Unit II</b>	<b>Physical Development</b>	<b>14</b>
	i. Infancy and Early Childhood	4
	ii. Middle and Late Childhood, Adolescence	4
	iii. Early and Middle Adulthood	3
	iv. Late Adulthood	2
	v. Language Development: Overview	1
<b>Unit III</b>	<b>Cognitive Development</b>	<b>14</b>
	i. Infancy and Early Childhood	4
	ii. Middle and Late Childhood, Adolescence	4
	iii. Early and Middle Adulthood	2
	iv. Late Adulthood	3
	v. Lewis Terman's Study	1
<b>Unit IV</b>	<b>Socioemotional Development</b>	<b>14</b>
	i. Infancy and Early Childhood	2
	ii. Middle and Late Childhood, Adolescence	4
	iii. Early and Middle Adulthood	4
	iv. Late Adulthood	3
	v. Attitudes towards Death and Dying	1

**References:**

Berk, L. E. (2004). Development through the lifespan. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.

Lally, M. & Valentine-French, S. (2019). Lifespan Development: A Psychological Perspective (2<sup>nd</sup> Ed.), Open Education Resource Book.

<http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

Santrock, J.W. (2011). Life-Span Development (13th Edition). NY: McGraw Hill.



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### Syllabus (Semester III)

<b>Course/ Paper Title</b>	SEC-2A - Emotional Intelligence and Communication Skills
<b>Course Code</b>	21ABPS23EC
<b>Semester</b>	III
<b>No. of Credits</b>	2

### Aims & Objectives of the Course

<b>Sr. No.</b>	<b>Objectives</b>
<b>1.</b>	Focus on developing skills in Emotional Intelligence, Coping and Communication Skills
<b>2.</b>	To equip students with basic emotional and communication skills.

### Expected Course Specific Learning Outcomes

<b>Sr. No.</b>	<b>Learning Outcome</b>
<b>1.</b>	Be able to define Emotions, Emotional Intelligence and Communication and explain the concepts involved.
<b>2.</b>	Be able to identify the various strategies to be used in different situations

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Emotional Intelligence</b>	<b>12</b>
	i. Emotions: Definition, basic emotions	2
	ii. Emotional Intelligence: Definitions and Models: Ability, Mixed, Trait	3
	iii. Measurement of EI	2
	iv. Skills: RULER, Distancing, Humour	2
	v. Skills: REBT	3
<b>Unit II</b>	<b>Emotion Focused Coping</b>	<b>12</b>
	i. Releasing Pent-up Emotions	2
	ii. Managing hostility and forgiving others	2
	iii. Distracting Oneself, Arts Based Activities	4
	iv. Relaxation procedures – JPMR, Muscle desensitization	4
<b>Unit III</b>	<b>Communication Skills</b>	<b>12</b>
	i. Communication: Definition and processes	1
	ii. Nonverbal communication	3
	iii. Verbal Communication: Conversational Skills	3
	iv. Unhealthy communication: Barriers	3
	v. Communication Style: Assertiveness	2

### References:

Weiten, W. and Lloyd, M. A. (2015). Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup> Century (Ed. 8<sup>th</sup>). Bengaluru: Thomson and Wadsworth



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**Syllabus (Semester IV)**

<b>Course/ Paper Title</b>	CC/SEC 1B - Psychology of Well Being
<b>Course Code</b>	21ABPS2410
<b>Semester</b>	IV
<b>No. of Credits</b>	3

**Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To understand how positive psychology as the science of happiness, human strengths, positive aspects of human behavior and 'psychology of well-being.'
2.	To gain insight into how people lead their lives, find happiness and satisfaction, and face life's challenges
3.	To help understand challenges to well-being and be able to develop self-understanding with own stressors.
4.	To help students in developing resilience and positive strengths.
5.	To equip students with ability to set goals and understand virtues and character.

**Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	To define and explain the various concepts involved in Positive Psychology and their measurement.
2.	To be able to define and discuss resilience, its sources and factors influencing happiness along with flourishing, flow and savouring.
3.	To be able to explain goals and goal setting, definitions and classification of virtues
4.	To be able to define and discuss self-control, goal achievement and self-regulation.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Psychology of Well-Being</b>	<b>12</b>
	i. Traditional and Positive Psychology, Life above zero	2
	ii. Psychology of Well-being : Two traditions of Happiness, Subjective Well-Being (SWB)	3
	iii. Psychological Well-Being and Positive functioning	3
	iv. Positive Emotions and Well-Being, Resources	3
	v. Survey : Measuring Happiness and SWB	1
<b>Unit II</b>	<b>Resilience, Happiness and Flourishing</b>	<b>15</b>
	i. Resilience: Definition and Sources	4
	ii. Growth through Trauma	4
	iii. Factors influencing happiness: Gender, Marriage, Other Facts	4
	iv. Flourishing, Flow, Savoring	2
	v. Making sense of loss	1
<b>Unit III</b>	<b>Goals and Virtues</b>	<b>12</b>
	i. Goals: Definition and Measurement	2
	ii. Goals and Well-Being	2
	iii. Materialism and its discontent	3
	iv. Virtues and Character: Definition and Classification	3
	v. Are you wise? Characteristics of a wise person	2
<b>Unit IV</b>	<b>Self-Control and Regulation</b>	<b>15</b>
	i. Self-Control: Definition and Importance	2
	ii. Theories: Control and Self-Discrepancy	4
	iii. Factors in Goal achievement: Planning, Behaviour, Self-control resources, Commitment and confidence	4
	iv. Goals that create self-regulation problems, goal conflict	3
	v. Making excuses: Schlenker's Model, Advantages and disadvantages	2

**References:**

- Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology: Pearson Education.
- Snyder, C. R., & Lopez, S. J., & Pedrotti, J. T (2011) Positive Psychology: The Scientific and Practical Explorations of Human Strengths, Sage Publications India Pvt Ltd.
- Weiten, W. and Lloyd, M. A. (2015). Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup> Century (Ed. 8<sup>th</sup>). Bengaluru: Thomson and Wadsworth



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### Syllabus (Semester IV)

<b>Course/ Paper Title</b>	DSE-1B - Theories of Personality
<b>Course Code</b>	21ABPS24S1
<b>Semester</b>	IV
<b>No. of Credits</b>	3

### Aims & Objectives of the Course

<b>Sr. No.</b>	<b>Objectives</b>
1.	To understand and observe, interpret individual differences in behaviour in the light of sound theoretical systems of personality.
2.	To help students prepare for post-graduate entrance examinations
3.	To further develop insight in the field of Psychology

### Expected Course Specific Learning Outcomes

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	To understand, define and explain the concept of personality with various perspectives of personality.
2.	To understand and explain different approaches and theoretical aspects of personality.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Introduction to Personality</b>	<b>12</b>
	<ul style="list-style-type: none"> <li>i. Nature and Definitions</li> <li>ii. Misconceptions, Determinants of personality</li> <li>iii. Idiographic and nomothetic approach</li> <li>iv. Classification of personality theories</li> <li>v. Examples and case studies in idiographic and nomothetic approaches</li> </ul> <p><a href="https://www.simplypsychology.org/nomothetic-idiographic.html">https://www.simplypsychology.org/nomothetic-idiographic.html</a></p>	<p>2</p> <p>3</p> <p>3</p> <p>3</p> <p>1</p>
<b>Unit II</b>	<b>Psychodynamic Perspectives of Personality</b>	<b>15</b>
	<ul style="list-style-type: none"> <li>i. Introduction to Psychodynamic perspective</li> <li>ii. Freud's classical psychodynamic theory</li> <li>iii. Carl Jung's Analytical Psychology</li> <li>iv. Alfred Adler's Individual Psychology</li> <li>v. Dora Case study (Dream Analysis)</li> </ul> <p><a href="https://www.psychologistworld.com/freud/dora-case-study">https://www.psychologistworld.com/freud/dora-case-study</a></p>	<p>3</p> <p>4</p> <p>4</p> <p>3</p> <p>1</p>
<b>Unit III</b>	<b>Behavioural Perspectives of Personality</b>	<b>12</b>
	<ul style="list-style-type: none"> <li>i. Pavlov's Classical Conditioning</li> <li>ii. Skinner's Operant Conditioning</li> <li>iii. Bandura's Social Cognitive Theory</li> <li>iv. Dollard and Millers Stimulus-response Theory</li> <li>v. Geert Hofstede's Four Dimensions of Cultural Personality</li> </ul>	<p>3</p> <p>3</p> <p>3</p> <p>2</p> <p>1</p>
<b>Unit IV</b>	<b>Trait, Motivation and Emotion Perspectives of Personality</b>	<b>15</b>
	<ul style="list-style-type: none"> <li>i. Allport's trait theory, Cattell's factor theory</li> <li>ii. Eysenck, Costa &amp; McCrae theory</li> </ul>	<p>4</p> <p>4</p>

	iii. Carl Roger's person-centered theory iv. Motivation and emotion perspective <ul style="list-style-type: none"> <li>• Murrays need theory</li> <li>• Lazarus cognitive mediation theory</li> </ul> v. Online Personality assessment <ul style="list-style-type: none"> <li>• Big five traits: <a href="https://bigfive-test.com/">https://bigfive-test.com/</a></li> <li>• Personality Test based on the work of Swiss color psychologist Dr. Max Luscher <a href="https://www.colorquiz.com/quiz.php">https://www.colorquiz.com/quiz.php</a></li> </ul>	2 4 1
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**References:**

- Ciccarelli, S. K., White, J. N., & Ciccarelli, S. K. (2012). *Psychology*. Boston, Mass: Pearson Learning Solutions.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (2007). *Theories of personality*. 4<sup>th</sup> Edition. Wiley: India.
- Schultz, D., & Schultz, S. E. (2016). *Theories of personality* (11th ed.). CENGAGE Learning Custom Publishing.
- Weiten, W. and Lloyd, M. A. (2015). *Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup> Century* (Ed. 8<sup>th</sup>). Bengaluru: Thomson and Wadsworth



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### **Syllabus (Semester IV)**

<b>Course/ Paper Title</b>	DSE-2B - Basics in Counselling and Therapy
<b>Course Code</b>	21ABPS24S2
<b>Semester</b>	IV
<b>No. of Credits</b>	3

### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
<b>1.</b>	To develop an understanding of Counselling process, goals and approaches
<b>2.</b>	To develop an understanding of skills needed for Counselling in various areas/needs
<b>3.</b>	To gain training in the various skills and practical experience of Counselling
<b>4.</b>	To impart an understanding of the various realities in the field of Counselling
<b>5.</b>	To develop further interest in the field of Psychology and enable participants to undertake post-graduation in Counselling Psychology

### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
<b>1.</b>	Students will be able to demonstrate understanding of the Counselling process, goals, stages and therapeutic practices as well as approaches
<b>2.</b>	Students will be able to demonstrate various skills for Counselling individuals/groups with specific needs
<b>3.</b>	Students will be able to explain and discuss the helping process.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>The Science and Profession of Counselling Psychology</b>	<b>12</b>
	i. Definition and core conditions of counseling	2
	ii. Stages of counseling process	3
	iii. Characteristics of effective counselor	3
	iv. Ethics in counseling	2
	v. Motives for learning Counselling skills (self-analysis)	2
<b>Unit II</b>	<b>Helping Process</b>	<b>15</b>
	i. Starting: Meeting, Greeting, Seating, Opening	3
	ii. Dealing with differences, reluctance, resistance	3
	iii. Listening Skills: Active Listening, Paraphrasing, Mistakes	4
	iv. Goal Setting and Planning	3
	v. Ending Helping: Preparing, Starting, Middle and Ending Phases	2
<b>Unit III</b>	<b>Key Intervention Areas</b>	<b>12</b>
	i. Career Guidance and Counselling	2
	ii. Family and Marital Counselling	2
	iii. Children and Special needs guidance	2
	iv. Addictions Counselling and Psychopharmacology	2
	v. Workplace and Sports Counselling	2
	vi. Grief and trauma Counselling	2
<b>Unit IV</b>	<b>Approaches and Therapies in Counselling</b>	<b>15</b>
	i. Insight Oriented Approaches – Client centred, Existential, Psychoanalytic, Gestalt	4
	ii. Action Oriented Approaches – Behavioural, Cognitive Behavioral Therapy, Rational Emotive Behaviour Therapy	5
	iii. Solution Focused Counselling	3
	iv. Identifying key intervention areas	3

**References:**

Gladding, S. (2018). *Counselling: A Comprehensive Profession*, NY: Pearson

Nelson-Jones, R. (2005). *Practical Counselling and Helping Skills (5th Ed.)*, New Delhi: Sage Publications

Welfel, E. R. & Patterson, L. E. (2005). *The Counseling Process: A Multitheoretical Integrative Approach (6th Ed.)*. New Delhi: Cengage Learning.



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### Syllabus (Semester IV)

<b>Course/ Paper Title</b>	SEC-2B - Health Promotion Skills (Mindfulness, Meditation)
<b>Course Code</b>	21ABPS24EC
<b>Semester</b>	IV
<b>No. of Credits</b>	2

### Aims & Objectives of the Course

<b>Sr. No.</b>	<b>Objectives</b>
1.	To develop appreciation of health and need for being healthy.
2.	To understand health harming habits.
3.	To understand and develop effective habits given by Stephen Covey.
4.	To gain insight into mindfulness practices.

### Expected Course Specific Learning Outcomes

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	To be able to explain and discuss hygienic behaviour and harmful habits that adversely affects health.
2.	To understand, discuss and demonstrate seven effective habits.
3.	To understand and demonstrate mindfulness and meditation skills.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Hygienic behaviour</b>	<b>12</b>
	i. Types of infectious diseases	2
	ii. Signs and symptoms of infectious diseases	3
	iii. How to prevent infectious diseases: hygienic habits	3
	iv. Health impairing habits: Smoking, Drinking, Overeating	4
<b>Unit II</b>	<b>Developing Effective Habits: Stephen Covey</b>	<b>12</b>
	i. Do we need to change health impairing habits?	1
	ii. Paradigm Shift	2
	iii. Independence	2
	iv. Interdependence	3
	v. Continuous Improvement	2
	vi. Practicing skills	2
<b>Unit III</b>	<b>Mindfulness</b>	<b>12</b>
	i. Mindfulness: Definition, antidote to mindlessness	2
	ii. Present-centered awareness, attributes	3
	iii. Mindfulness meditation	3
	iv. Identifying the bottom lines in life	2
	v. Mindfulness in Psychotherapy	2

### References:

- Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology: Pearson Education.
- Weiten, W. and Lloyd, M. A. (2015). Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup> Century (Ed. 8<sup>th</sup>). Bengaluru: Thomson and Wadsworth