

**KUVEMPU UNIVERSITY**

**BA/B.Sc. Psychology (SEP)**

**FOURTH SEMESTER**

**SEC: Skill Enhancement Course: Applied Developmental Skills**

<b>Program Name</b>	<b>B Sc /BA</b>	<b>Semester</b>	<b>IV</b>	
<b>Compulsory Course</b>	<b>Applied Developmental Skills</b>			
<b>Course Code</b>	--	<b>No. of Credits</b>		<b>2</b>
<b>Contact hours</b>	<b>2 hrs/ week</b>	<b>Duration of SEA/Exam</b>		<b>2hrs</b>
<b>Formative assessment marks</b>		<b>10</b>	<b>Summative assessment marks</b>	<b>40</b>

**Learning Objectives:**

- To train students to prepare and conduct a basic developmental interview (non-clinical).
- To help students learn developmental case formulation.
- To focus on developing practical skills in planning age-appropriate developmental guidance strategies.

**Expected Outcomes:**

- The students are expected to prepare a non-clinical interview schedule.
- The students must be able to formulate a case from developmental perspective.
- The students must be able to suggest suitable guidance plan for a presenting case.

**UNIT 1: Developmental Interview Skills**

**10 hours**

- Age-appropriate interview questions
- Basics of rapport building
- Ethical considerations
- Recording relevant developmental history

**UNIT 2: Case Formulation**

**12 hours**

- Case vignettes on school refusal, emotional regulation problems, identity confusion, peer pressure and social comparison, academic stress, career indecision, midlife dissatisfaction, retirement adjustment.

**Suggested Format:**

- Life Stage:
- Developmental Task Involved:
- Presenting Problem:
- Risk Factors:
- Protective Factors:
- Developmental Explanation:
- Suggested Guidance:

**UNIT 3: Developmental Guidance Planning****10 hours**

- Short term Strategies and long-term goals based on the case vignette.
  - Parent guidance suggestions for behavioural concerns
  - Enhancing emotional regulation among adolescents
  - Academic stress
  - Career indecision support
  - Work-life balance strategies
  - Elderly support strategies
  - Creating simple psychoeducational material

**References:**

Feldman, R. S. (2017). *Development across the life span* (7th ed.). Pearson.

Geldard, K., & Geldard, D. (2012). *Counselling children: A practical introduction* (4th ed.). Sage Publications.

Nelson-Jones, R. (2014). *Basic counselling skills: A helper's manual* (4th ed.). Sage Publications.

Papalia, D.E., & Martorell, G. (2021). *Experience Human Development* (14<sup>th</sup> ed.). McGraw-Hill Education.

**Scheme of Examination:**

Internal Assessment: 10 marks

- Internal Test: 5 marks
- Attendance: 5 marks

Attendance	Marks Breakup
Below 75%	0
75-80%	1
81-85%	2
86-90%	3
91-95%	4
96-100%	5

Pattern for Semester End Exam:

40 marks

**Section A**

Answer all of the following.

2X5=10

- 1
- 2
- 3
- 4
- 5

**Section B**

Answer any four of the following.

5X4=20

- 6
- 7
- 8
- 9
- 10

**Section C**

Answer any one of the following

10X1=10

(Case study analysis and formulation. May have sub questions to equate to the marks allotted for the section)

- 11
- 12