

DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF KERALA

**POST GRADUATE DIPLOMA IN PSYCHOLOGICAL
COUNSELLING (PGDPC)
(REVISED SCHEME AND
SYLLABUS IN OBE FORMAT)
w.e.f. 2023ADMISSION**

Prepared and Submitted to the CSS

By

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POST GRADUATE DIPLOMA IN PSYCHOLOGICAL COUNSELLING

Introduction

Longer life spans have created a new need for trained professionals who can work with people belonging to different age groups to enhance their lives and maximize their potential. Counselling is a new and challenging field that promises a more satisfying, meaningful life. Counselors who choose to work with the different age groups of individual must have significant knowledge of their specific issues, experiences, and concerns. The Psychological counselor must explore the impact of psychological, biological, and sociocultural factors on the developmental process, and prepare himself/herself to counsel individuals and their family members. They can be employed as counselors in Counselling centres, family courts, school/ colleges, old age homes, welfare organizations, clinics and hospitals.

1.0. Nomenclature of the Course

Post Graduate Diploma in Psychological Counselling [PGDPC]

2.0 Objective

The main objective of the proposed course is to build professionally qualified and competent counselors to render quality Counselling services.

3.0 Entry Requirements

Minimum educational qualification for admission to the course will be Bachelor's Degree in Psychology in regular mode approved by University of Kerala. Candidates who studied at least one full paper (100 marks) in General Psychology/Social Psychology/Abnormal Psychology/Developmental Psychology/ Organizational Behaviour for a Bachelor's Degree are eligible to apply. Ranking of the applicants for admission may be on the basis of entrance test/percentage of marks obtained in their qualifying examinations. The index marks for ranking the applicants belonging to non- psychology stream shall be obtained by taking the percentage of marks obtained at the qualifying examinations. In the case of Psychology graduates, index mark may be obtained by adding 10 % of the percentage of the marks obtained for the main subject (Psychology) to the overall percentage of marks obtained in the degree examinations. In the case

of Psychology Post-Graduates, an additional 10% of the percentage of marks obtained in the PG degree examination may be added to the weighted index mark. There is no age limit for admission.

4.0 Admission Procedure

Admissions are based on the entrance test/marks obtained for the qualifying examinations and follow the existing reservation policy of the University for the eligible candidates.

5.0 Number of seats

The number of seats for the course will be 50 (fifty).

6.0 Duration of the Course

12 (Twelve) months comprised of two semesters, that is, 6 months each for both semesters.

Total Instructional Hours: 630 (Theory: 480 Hrs; Internship/Field Placement: 150 Hrs). Classes will be on Saturdays and Sundays only.

7.0 Medium of Instruction: English & Regional language

8.0 Fee:

Course Fee: Rs.15,000/- (Rupees Fifteen thousand only)

Department Development Fund: Rs. 500/- (Rupees Five Hundred only)

Registration Fee: Rs. 100/- (Rupees One Hundred only)

9.0 Content of the Course

Course structure and scheme is given in the table.

Structure and Scheme of the Course

Paper	Title	Semester	Marks
PSY CC 01	Basics of Counselling	I	100
PSY CC 02	Perspectives on Mental Health	I	100
PSY CC 03	Theoretical views and Techniques of Counselling	I	100
PSY CC 04	School Counselling	I	100
PSY DE 05	Family Counselling	II	100
PSY DE 06	Counselling in Diverse Settings	II	100
PSY CC 07	Internship & Practical	II	
	Internship Report & Case Studies		30
	Counselling Practical		20
	Comprehensive Viva-voce		50
	GRAND TOTAL		700

The syllabus of the course is attached as Appendix.

10.0 Scheme of Examination

There shall be one examination at the end of each semester. But a candidate who has failed in one or more papers in the examination may appear in the supplementary examinations to complete those papers. There shall be separate minimum of 40% for external examinations for all papers. Aggregate minimum for a pass shall be 50%.

Paper	Title	Internal (Marks)	External (Marks)	Pass Minimum	Total	No. of credits
I Semester						
PSY CC 01	Basics of Counselling	40	60	50	100	4
PSY CC 02	Perspectives on Mental Health	40	60	50	100	4
PSY CC 03	Theoretical views and Techniques of Counselling	40	60	50	100	4
PSY CC 04	School Counselling	40	60	50	100	4
II Semester						
PSY DE 05	Family Counselling	40	60	50	100	4
PSY DE 06	Counselling in Diverse Settings	40	60	50	100	4
PSY CC 06	Internship & Practical					8
	Internship Report & Case Studies		30	15	30	
	Counselling Practical		20	10	20	
	Comprehensive Viva-voce		50	25	50	
	GRAND TOTAL	240	460	350	700	32

11.0 Internal Evaluation (Continuous Assessment)

The internal evaluation (Continuous Assessment) will be conducted as detailed below:

- Assignment: 10 marks
- Seminar: 10 marks
- Mid-semester examination: 20 marks

12.0 Internship/Field Placement

The students have to undergo internship/field placement for 150 hours during the second semester, before the final examination and submit a report

on internship/field placement and five different case reports of child, adolescent and adult cases. The expenses, if any, for the same shall be met by the students.

13.0 Practical and Viva-voce

For Counselling practical, an imaginary case description is given to each student and is asked to find out the provisional diagnosis and suggest possible intervention strategies. A comprehensive viva-voce shall be conducted based on theory papers.

14.0 Pass Requirements

Weightage in Percentage	Grade
90 to 100	O (Outstanding)
85 to less than 90	A+ (Excellent)
80 to less than 85	A (Very Good)
70 to less than 80	B+ (Good)
60 to less than 70	B (Above Average)
55 to less than 60	C (Average)
50 to less than 55	D (Pass)
Less than 50	F (Fail)

15.0 Course Coordinator

The Head of the Department shall be the course coordinator or the Department Council can nominate a permanent faculty member as the course coordinator for each academic year.

APPENDIX

SEMESTER I: PSY CC 01: BASICS OF COUNSELLING

COURSE OUTCOMES:

- CO1: Understand the nature, importance and basic process in Counselling.
- CO2: Understand the importance of assessment, testing and diagnosis in Counselling.
- CO3: Appraise the recent trends in counselling
- CO4: Identify ethical and professional issues in Counselling.

MODULE 1: INTRODUCTION TO COUNSELLING

Definition and scope – goals of Counselling – historical perspectives – related fields: Counselling and Guidance, Counselling and Psychotherapy, Counselling and Clinical Psychology – Types of Counselling: Preventive, Supportive, Facilitative, Developmental and Crisis –Approaches: Directive, Non-directive and eclectic, Skills and Qualities necessary for effective Counselling, Professional Training: APA, ACA

MO1: Understand the basic concepts of Counselling (Un)

MO2: Understand the historical developments of Counselling profession (Un)

MO3: Evaluate different types of Counselling (Ev)

MODULE 2: BUILDING COUNSELLING RELATIONSHIP

Relationship building, Physical setting, Client qualities, Counselor qualities, Types of Initial Interview: Client v/s Counselor initiated interviews, Information oriented first interview, Relationship oriented first interview, Conducting the initial interview, Exploration and Identification of goals.

MO1: Understand the counselor-counselee relationship (Un)

MO2: Understand the therapeutic role of counselor (Un)

MO3: Evaluate different skills and qualities associated with effective Counselling (Ev)

MO4: Understand the different interview skills (Un)

MODULE 3: COUNSELLING PROCESS

Preparation for Counselling – Counselling process: Counselling interview: verbal and nonverbal communications – interview techniques - Stages of Counselling process: six stages – Variables affecting Counselling process- Role of Emotions.

MO1: Understand the Counselling process (Un)

MO2: Understand and apply interview techniques in Counselling (Un, Ap)

MO3: Understand and practice the stages of Counselling process (Un,Ap)

MO4: Understand and evaluate variables affecting Counselling process (Un, Ev)

MODULE 4: ASSESSMENT, TESTING AND DIAGNOSIS IN COUNSELLING

Introduction – need for assessment - difference between assessment and testing – Counselling interview – behavioral observation – case study – rating scale – checklists – self assessment – relational assessment – behavioral assessment – cognitive assessment – Psychological tests: intelligence, personality, interest, aptitude, attitudes and values, neuropsychological Assessments. Diagnosis: importance – treatment decisions.

MO1: Understand the need for assessment in Counselling (Un)

MO2: Understand and apply different assessment methods (Un, Ap)

MO3: Understand and apply different psychological tests (Un, Ap)

MO4: Apply different psychological assessments and tests for the clients'

benefits (Ap)

MODULE 5: RECENT TRENDS IN COUNSELLING

Postmodern trends: Solution Focused Brief Counselling – Narrative Counselling, Multi-cultural Counselling, Online Counselling, Work place Counselling.

MO1: Evaluate the skills and qualities of effective counselor (Ev)

MO2: Analyse the role of emotions in Counselling (An)

MO3: Understand and apply the postmodern trends in Counselling (Un, Ap)

MODULE 6: ETHICAL AND PROFESSIONAL ISSUES IN COUNSELLING

Ethical and professional issues – Common problems of beginning counselors – values and Counselling – Legal and ethical issues in Counselling, Counselor and the law.

MO1: Understand the ethical issues associated with Counselling (Un)

MO2: Analyze the common problems of counselors (An)

MO3: Evaluate the legal and ethical issues in Counselling (Ev)

References

Corey, G. (2013). *Theory and Practice of Counselling and Psychotherapy*, 10th ed. Brooks/Cole, Cengage Learning.

Gelso, C. J. , & Fretz, B. R. (1995). *Counselling Psychology*. Bangalore: Prism Books Pvt. Ltd.

Gladding, S.T. (2014). *Counselling a Comprehensive Profession* (7th ed.). Pearson Education.

McAuliffe, G. (2013). The practice of culturally alert Counselling: Part one. In G. J. McAuliffe (Ed.), *Culturally alert Counselling: A*

comprehensive introduction (pp. 543–558). Sage Publications, Inc.

Nystul, M. S. (2014) *Introduction to Counselling* (5th ed.).

Pearson Education.

Patterson, L.E., & Welfel, E.R. (2000). *The Counselling Process* (5th ed.). U.K.: Brooks/Cole.

ASSESSMENT

25% Continuous / Formative assessment

75% End-semester/Summative Assessment: 3 hour written exam

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Define counselling. What are the levels involved in it?
2. Define psychological tests. What are the psychological tests used in the Counselling settings?

Understand

3. Describe major variables affecting Counselling process.
4. Describe the scope and goals of counselling.

Apply

5. Assess the adjustment pattern of the elderly client by using appropriate psychological test.
6. Apply the basic skills in Counselling for a client with anxiety disorders.

Analyse

7. Analyse the role of emotions in counselling.
8. Analyse the common problems of counselors.

Evaluate

9. Evaluate the methods and procedures of Counselling processes
10. Critically appraise the qualities and skills needed for an effective Counselling relationship.

Create

11. Design a Counselling session for the management of phobia in the adolescent student.
12. Prepare an action plan for addressing the common maladaptive behavior of employees in the workplace.

SEMESTER I: PSY CC 02: PERSPECTIVES ON MENTAL HEALTH

COURSE OUTCOMES:

CO1: Understand the diagnostic criteria of mental disorders

CO2: Acquire knowledge and skills of case history taking and mental status examination

CO3: Develop proficiency in diagnosing mental disorders

CO4: Understand and critically evaluate the biopsychosocial factors of mental disorders

MODULE 1: DIAGNOSIS AND CLASSIFICATION OF MENTAL DISORDERS

Normality, Abnormality, Normal Mental health, Case History and Mental Status Examination, Epidemiological concepts- Incidence, Prevalence, lifetime prevalence, Risk factors, Comorbidity, Classification of Mental Disorders, History and evolution of DSM and ICD

MO1 : Understand different perspectives of Normality and abnormality (Un)

MO2 : Apply the skill of Case History taking and Mental Status Examination (Ap)

MO3 : Understand the Epidemiological Concepts (Un)

MO4 : Understand and analyse the Classificatory systems in Psychiatry (Un, An)

MODULE 2: ORGANIC MENTAL DISORDERS, SCHIZOPHRENIA, SCHIZOTYPAL DISORDER, DELUSION DISORDERS AND SUBSTANCE USE DISORDERS

Dementia, Delirium: Types and Clinical Features

Other mental disorders due to brain damage and dysfunction and to physical disease: Types and Clinical Features

Personality and behavioural disorders due to brain disease, damage and dysfunction- Clinical Features

Schizophrenia: Clinical Features: Signs and Symptoms, Types

Schizotypal Disorder: Clinical Features, Signs and Symptoms

Persistent Delusional Disorder: Clinical Features, Signs and Symptoms

Schizoaffective Disorder: Clinical Features, Signs and Symptoms

Acute and Transient Psychotic Disorders: Clinical Features, Signs and Symptoms

Mental and behavioural disorders due to psychoactive substance use : Alcohol, Opioids, Cannabinoids, Sedatives or Hypnotics, Cocaine, Stimulants, Hallucinogens, Tobacco, Volatile Solvents, Psychoactive Substances, Use, Abuse, Dependence, Clinical Features, Signs and symptoms.

MO1 : Understand the organic cause of Mental disorders (Un)

MO2 : Analyse the Psycho social theories of Mental Disorders(An)

MO 3: Articulate different types of Organic Mental Disorders (Un)

MO4 : Understand the epidemiological aspects of mental disorders (Un)

MODULE 3: MOOD DISORDERS

Manic Episode: Clinical Features, Signs and Symptoms, Types

Bipolar Affective Disorder: Clinical Features, Signs and Symptoms, Types

Depressive Episode: Clinical Features, Signs and Symptoms, Types

Recurrent Depressive Disorder: Clinical Features, Signs and Symptoms, Types

Persistent Mood Disorders: Cyclothymia, Dysthymia, Clinical Features, Signs and Symptoms

Suicide: Definition, types, risk factors (Psychiatric disorders, Social factors, Psychological factors, Genetic Factors, Physical disorder), Psychosocial theories of Suicide

MO1 : Understand the difference between Mood and affect (Un)

MO2 : List and Explain different types of Mood disorders (Un)

MO3 : Understand and analyse the causal factors of Mood disorders (Un,An)

MO4 : Understand the epidemiological aspects of Mood disorders (Un)

MO5 : List and Explain aspects of Suicide (Risk factors, Bio Psychosocial Theories) (Un)

MODULE 4: NEUROTIC, STRESS-RELATED AND SOMATOFORM DISORDERS

Phobic Anxiety Disorders: Agoraphobia, Social Phobia, Specific Phobia- Clinical Features, Signs and Symptoms, Epidemiology

Other Anxiety Disorders: Panic Disorder, Generalized Anxiety Disorder, Mixed Anxiety and Depressive Disorder- Clinical Features, Signs and Symptoms,

Epidemiology

Obsessive Compulsive Disorder: Clinical Features Signs and Symptoms, Types, Epidemiology

Reaction to severe stress, and adjustment disorders: Acute Stress Reaction, Post-Traumatic Stress Disorder, Adjustment Disorders-Epidemiology

Dissociative Disorders: Clinical Features and Signs and Symptoms, Types, Epidemiology

Somatoform Disorders: Somatization disorder, Undifferentiated somatoform disorder, Hypochondriacal disorders, Somatoform autonomic dysfunction: Clinical Features, Signs and Symptoms, Epidemiology

Other Neurotic Disorders: Neurasthenia, Depersonalization-derealization syndrome, other specified neurotic disorders, Neurotic disorder unspecified-Clinical Features, Signs and Symptoms, Epidemiology

MO1 : Understand the Neurotic Spectrum Disorders (Un)

MO2 : List and explain the types of neurotic stress related disorders (Un)

MO3 : Analyze the bio-psychosocial factors in neurotic stress related disorders (An)

MO4 : Understand the epidemiological aspects of neurotic stress related disorders

MODULE 5: BEHAVIOURAL SYNDROMES ASSOCIATED WITH PHYSIOLOGICAL DISTURBANCES AND PHYSICAL FACTORS

Eating Disorders: Anorexia nervosa, Atypical anorexia nervosa, Bulimia nervosa, Atypical bulimia nervosa, Overeating associated with other psychological disturbances, Vomiting associated with other psychological disturbances, Other eating disorders, Clinical Features, Signs and Symptoms, Epidemiology

Non Organic Sleep Disorders: Nonorganic insomnia, Nonorganic hypersomnia, Nonorganic disorder of the sleep-wake schedule, Sleepwalking [somnambulism], Sleep terrors [night terrors], Nightmares, Other nonorganic sleep disorders, Nonorganic sleep disorder unspecified, Clinical Features Signs and Symptoms, Epidemiology

Sexual dysfunction, not caused by organic disorder or disease: Lack or loss of sexual desire, Sexual aversion and lack of sexual enjoyment, Failure of genital response, Orgasmic dysfunction, Premature ejaculation, Nonorganic vaginismus, Nonorganic dyspareunia, Excessive sexual drive, Clinical Features, Signs and Symptoms, Epidemiology

- MO1** : Understand the disorders such as eating disorders, sleep disorders, and sexual dysfunction (Un)
- MO2** : List and Explain the types of eating disorders, sleep disorders, and sexual dysfunction (Un)
- MO3** : Understand the symptoms, biopsychosocial theories of eating disorders, sleep disorders, and sexual dysfunction(Un)
- MO4** : Examine the epidemiological aspects of eating disorders, sleep disorders, and sexual dysfunction (Ev)

MODULE 6: DISORDERS OF ADULT PERSONALITY AND DISORDERS OF CHILDHOOD AND ADOLESCENCE

Personality Disorders: Paranoid personality disorder, Schizoid personality disorder, Dissocial personality disorder, Emotionally unstable personality disorder, Impulsive type, Borderline type, Histrionic personality disorder, Anankastic personality disorder, Anxious [avoidant] personality disorder, Clinical Features, Signs and Symptoms, Epidemiology

Habit and impulse disorders: Pathological gambling, Pathological fire-setting [pyromania], Pathological stealing [kleptomania], Trichotillomania, Clinical Features, Signs and Symptoms, Epidemiology

Gender identity disorders: Transsexualism, Dual-role transvestism , Gender identity disorder of childhood, Clinical Features, Signs and Symptoms

Disorders of sexual preference: Fetishism, Fetishistic transvestism, Exhibitionism, Voyeurism, Paedophilia, Sadomasochism, Clinical Features, Signs and Symptoms

Intellectual Disability: Definition, Levels of ID, Epidemiology

Specific developmental disorders of scholastic skills: Specific reading disorder, Specific spelling disorder, Specific disorder of arithmetical skills, Mixed disorder of scholastic skills, Epidemiology.

Pervasive Developmental Disorders: Childhood Autism, Atypical Autism, Rett's Syndrome, Epidemiology.

Hyperkinetic disorder, Conduct disorders, Emotional disorders with onset specific to childhood (Separation anxiety, Phobic anxiety disorder, Social anxiety disorder, Sibling rivalry disorder)

MO1 : Understand the types, symptoms and Causal factors of Personality Disorders (Un)

MO2 : Understand the types, symptoms and Causal factors of Childhood Disorders (Un)

MO3 : Understand and analyse habit and impulse disorders, gender identity

disorders and disorders of sexual preference (Un, An)
MO4 : Analyse the Bio Psychosocial factors influencing personality disorders, childhood disorders, habit disorders, and disorders of sexual preferences(An)

References

Ahuja, N. (2011). A Short Textbook of Psychiatry: 20th Year Edition (7th ed.). Jaypee Brothers Medical Pub.

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5 (5th ed.). American Psychiatric Publishing.

Carson, R. C., Mineka, S., & Butcher, J. N. (2000). Abnormal Psychology and Modern Life (11th Edition) (11th ed.). Allyn & Bacon.

Casey, P., & Kelly, B. (2019). Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry (4th ed.). RCPsych Publications.

Hamilton, M. (1985). Fish's Clinical Psychopathology (Subsequent ed.). John Wright.

Millon, T., Blaney, P. H., & Davis, R. D. (1999). Oxford Textbook of Psychopathology (1st ed.). Oxford University Press.

Sadock, B. J., Sadock, V. A., & Md, R. P. (2017). Kaplan and Sadock's Comprehensive Textbook of Psychiatry (2 Volume Set) (10th ed.). LWW.

Sims, A. C. P. (1995). Symptoms in the Mind: An Introduction to Descriptive Psychopathology (2nd ed.). Saunders Ltd.

World Health Organization. (1992). The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines

ASSESSMENT

25% Continuous / Formative assessment

75% End-semester/Summative Assessment: 3 hour written exam

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Define mental health. Differentiate between normality and abnormality.
2. Identify epidemiological sequence of mental disorders.

Understand

3. Describe the classificatory system in psychiatry.
4. Explain the organic causes of mental disorders.

Apply

5. Apply the skill of taking case history and mental status examination in clinical settings.
6. Apply bio-psychosocial theories for explaining neurotic stress related disorders.

Analyse

7. Analyse the bio-psychosocial factors in neurotic stress related disorders.
8. Examine the psychosocial theories of mental disorders.

Evaluate

9. Evaluate bio psychosocial factors of personality disorders.
10. Critically appraise various kinds of organic mental disorders.

Create

11. How would you apply the understanding of the influence of bio psychosocial theories on management of suicidal risks?
12. Design a case study of a child with ADHD.

SEMESTER I: PSY CC 03: THEORETICAL VIEWS AND TECHNIQUES OF COUNSELLING

COURSE OUTCOMES:

- CO1: Understand the importance of theoretical perspectives in Counselling.
- CO2: Gain insight into the various theoretical approaches to Counselling.
- CO3: Apply Counselling theories and techniques in Counselling situations.

MODULE 1: INTRODUCTION TO COUNSELLING THEORIES AND TECHNIQUES

Introduction – importance of theories in Counselling – schools of Counselling and therapy: psychodynamic – humanistic – existential – cognitive – behavioral. Therapeutic goals – limitations of Counselling theories.

MO1: Understand the theoretical perspectives in Counselling (Un)

MO2: Understand the different viewpoints held by different schools of Counselling (Un)

MO3: Understand and evaluate the limitations of Counselling theories (Un, Ev)

MODULE 2: PSYCHODYNAMIC THEORIES

Basic concepts, procedures, and techniques of: Freud's psychoanalytic theory – Jung's Analytical Psychology - Neo analytical theory: Adler's individual psychology - Transactional Analysis

MO1: Understand the psychoanalytic theory and techniques (Un)

MO2: Understand and apply transactional analysis in social contexts (Un, Ap)

MO3: Analyse psychodynamic approaches in Counselling (An)

MO4: Apply the techniques of psychodynamic theories (Ap)

MODULE 3: HUMANISTIC – EXISTENTIAL THEORIES

Basic concepts, procedures, and techniques of: Roger's Client centered Counselling - Gestalt Counselling – Reality Counselling – Existential Counselling

MO1: Understand the humanistic-existential approaches in Counselling (Un)

MO2: Understand and apply humanistic and existential theoretical procedures and techniques in Counselling (Un, Ap)

MO3: Apply the techniques of Counselling in practice (Ap)

MODULE 4: BEHAVIORAL THEORIES

Basic concepts, procedures, and techniques of: Classical Conditioning - Operant conditioning– Social learning

MO1: Understand the concept of behavioural perspectives in Counselling (Un)

MO2: Understand classical conditioning and operant conditioning (Un)

MO3: Apply the conditioning techniques in Counselling (Ap)

MODULE 5: COGNITIVE BEHAVIORAL THEORIES

Basic concepts, procedures, and techniques of: Rational Emotive Behavior Therapy (REBT) – Cognitive Behavior Therapy (CBT) – Mieschenbaum's Cognitive Behaviour Modification - Third Wave Cognitive Behavioural Therapies: MBCT, DBT, ACT, MBSR.

MO1: Understand the basic concept of REBT (Un)

MO2: Understand the basic concept of CBT (Un)

MO3: Design a case protocol employing REBT/CBT techniques in Mood/Anxiety/Stress related disorders (Cr)

MO4: Understand and analyse cognitive behaviour theories (An, Ev)

MO4: Apply and evaluate cognitive behaviour modification techniques (Ap, Ev)

MODULE 6: GROUP TECHNIQUES OF COUNSELLING

Group Counselling: Introduction – key concepts, procedures and techniques – application of group Counselling – Therapeutic group work: definition – Stages of therapeutic groups – Therapeutic factors in group work – Types of therapeutic group work: Group psychotherapy –Sensitivity Training groups (T Groups) – Encounter and growth groups – Structured groups – self-help groups. Group guidance.

MO1: Understand different types of groups and group Counselling (Un)

MO2: Apply the techniques of group Counselling (Ap)

MO3: List and explain stages of therapeutic groups (Re,Un)

MO4: Analyse group psychotherapy (An)

References

Corey, G. (1996). Theory and practice of Counselling and psychotherapy.

Brooks/cole publishing co. London.

Gibson, R.L., & Mitchel, M. H. (2005). Introduction to Counselling and Guidance. New Delhi: Pearson Education.

Nelson-Jones, R. (2010). Theory and *Practice of Counselling and Therapy*, (5th ed.). New Delhi: Sage Publication.

Patterson, L.E., & Welfel, E.R. (2000). The Counselling Process, 5th ed. U.K.: Brooks/Cole.

Rao, S.N. (2008). *Counselling and Guidance*, (2nd ed.). New Delhi: Tata McGraw Hill Publishing Co. Ltd.

ASSESSMENT

25% Continuous / Formative assessment

75% End-semester/Summative Assessment: 3 hour written exam

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. List out different schools of Counselling.
2. Highlight the importance of humanistic-existential approaches in Counselling.

Understand

3. What are the humanistic-existential theoretical procedures and techniques in Counselling?
4. Examine the basic concept of CBT.

Apply

5. Apply the techniques of group Counselling in the context of alcohol addiction.
6. How to apply conditioning techniques in counselling?

Analyse

7. Analyse the different psychodynamic approaches in counselling.
8. Analyse the limitations of Counselling theories.

Evaluate

9. Evaluate various cognitive behavior theories in stress related disorders.
10. Evaluate various techniques of behaviour modification.

Create

11. Design a case protocol employing CBT techniques in anxiety disorders.
12. Design an effective transactions pattern in marital relationship.

SEMESTER I: PSY CC 04: SCHOOL COUNSELLING

COURSE OUTCOMES:

- CO1: Understand the importance of school counselling
- CO2: Gain insight into the various theoretical approaches to development.
- CO3: Explore the role and functions of school counsellor.

MODULE 1: Introduction to School Counselling

School Counselling: meaning and concept - need and scope -
Developmental task: meaning and concept - developmental tasks of school children and high school children - Goals and objectives of developmental model of Counselling and developmental perspective to Counselling

MO1: Understand the concept and scope of school Counselling (Un)

MO2: Understand the developmental task of school children (Un)

MO3: Understand and evaluate the developmental models of Counselling (Un, Ev)

MODULE 2: THEORETICAL FOUNDATIONS OF DEVELOPMENT

Piaget's theory of cognitive development - Erickson's psycho social theory
- Ivey's developmental therapy- Blocher's developmental Counselling -
Havighurst's concept of developmental task

MO1: Understand the theoretical foundations of development (Un)

MO2: Understand and evaluate Piaget's theory of cognitive development (Un, Ev)

MO3: Understand and evaluate Erickson's psycho social theory (Un, Ev)

MODULE 3: ROLE AND FUNCTION OF SCHOOL COUNSELORS

Objectives and principles of school Counselling - Role and function of school

counselors - Issues related to academic performance: identification and intervention - Special skills and problems in school Counselling: Counselling exceptional students – Intellectually and emotionally challenged children - Slow learners - learning disabilities - gifted children - physically disabled - Special problems: school violence, child sexual abuse, bullying - Educational Counselling: Counselling elementary school student, High school student, college students – role of teachers.

MO1: Understand the role and function of school counsellors (Un)

MO2: Understand the issues related to academic performance and apply intervention strategies (Un) (Ap)

MO3: Analyze special problems among school children (An)

MODULE 4: CONSULTATION AND GUIDANCE IN SCHOOLS

Consultation: Stages and Models – Models - School consultation- effective uses of Adlerian principles - Consultation with parents, teachers and administrators

Guidance: objectives – basic principles– vocational guidance – guidance for interpersonal relations - elementary school level - secondary school level – guidance towards life goals.

MO1: Understand the importance of consultation with parents, teachers and administrators (Un)

MO2: Apply the stages of consultation (Ap)

MO3: Understand basic principles of guidance (Un)

MODULE 5: SKILLS OF SCHOOL COUNSELLORS

Skills of school counselor: Communication skills - Evaluating skills - Leadership and Coordinating skills

Best practices of school counselor: being good listener - friend - authoritative- being grounded - accessible – approachable

Future trends in school Counselling - Advocacy, promoting and formulating a professional identity as school counselor

MO1: Understand and apply the skills of school counselors (Un) (Ap)

MO2: Understand and apply the best practices of school counselor (Un) (Ap)

MO3: Understand the future trends in school Counselling (Un)

MOLDE 6: ASSESSMENT IN SCHOOLS

Tools of Guidance and Counselling: Psychological tests - meaning, need, limitations. – Testing: Intelligence – Aptitude – Attitude – Achievement – Interest - Personality

Techniques of Guidance and Counselling: Interview - types, procedure - Case Study - Cumulative Record - Anecdotal Record - Diary - Questionnaire

MO1: Understand the tools of Guidance and Counselling (Un)

MO2: Understand and apply the Techniques of Guidance and Counselling (Un) (Ap)

MO3: Understand and apply the important psychological test used for assessment (Un) (Ap)

References

1. American School Counselor Association (ASCA). (2003). The ASCA national model: A framework for school Counselling programs (2nd ed.). Alexandria, VA: Author
2. American School Counselor Association.(2012). American School Counsellor Association. Retrieved from American School Counsellor Association Web site: <http://www.schoolcounselor.org/files/appropriate.pdf>
3. Gibson, R. L. & Mitchell, M .H. (1995). Introduction to Counselling and Guidance. Prentice –Hall, New Jersey.
4. Green, A. G., Conley, J. A., & Barnett, K. (2005). Urban school counselling:

Implications for practice and training. Professional School Counselling, 8(3), 189–195.

5. Michael S.N. (1993). The Art and Science of Counselling and Psychotherapy. Merrill Pub Co. USA.

6. Pandey.V.C. (2005). Child Counselling, Isha Book Publishers, New Delhi.

7. Patri.V.R., (2005). Counselling psychology, Author Press, New Delhi

ASSESSMENT

25% Continuous / Formative assessment

75% End-semester/Summative Assessment: 3 hour written exam

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Define school counselling
2. List out the objectives of school counselling

Understand

3. Examine the need for assessment in school counselling
4. Examine the stages of consultation.

Apply

5. Identify special problems of school children.
6. Identify the basic principles of guidance.

Analyse

7. Analyse the future trends in school Counselling.
8. Analyse the skills of school counsellors.

Evaluate

9. Evaluate the tools of Guidance and Counselling
10. Evaluate the role and function of school counsellors.

Create

11. Develop a tailor made approach for school counselling.
12. Design a counselling approach based on Piaget's developmental perspective

SEMESTER 2: PSY DE 05: FAMILY COUNSELLING

COURSE OUTCOMES:

- CO1: Understand the nature and importance of family.
- CO2: Obtain the skills to handle the different family problems.
- CO3: Gain insight into the various family intervention approaches.

MODULE 1: THE FAMILY

The meaning of family – nature of family – functions of family – the family as a social system – socialization within the family – the modern family – features of modern family – instability of modern family.

The meaning of joint family – characteristics – merits and demerits of joint family – marriage: meaning – forms of marriage – marriage in India – divorce – marriage and family problems in India – Psychology of present family – family resiliency – changing families changing relationships – marriage and divorce – current status.

MO1: Understand the basic meaning and dynamics of family (Un)

MO2: Analyse the relevance of modern family (An)

MO3: Examine the features of joint family (Un)

MO4: Evaluate relevance of marriage and divorce (Ev)

MODULE 2: COMMUNICATION IN FAMILIES

Importance of communication in marriage – the communication process – nonverbal elements of communication – forms of communication skills important in marriage: giving pleases – acknowledging pleases – asking for pleases – expressing negatives directly – exchanging physical affection – empathy – coping with unexpected hostility or persistent bad moods. Negative feelings: express feelings directly – own up to your own feelings – express feelings when they occur – be assertive.

MO1: Understand the process of communication (Un)

MO2: Trace the significance of communication in social units (An)

MO3: Design strategies to promote effective communication (Cr)

MODULE 3: APPRAISING THE FAMILY FUNCTIONING

The appraisal process – the evaluation phase – the initial contact – the initial session – mapping family history and family processes – the assessment phase – couple and family measurement techniques – self report measures – observational measures.

MO1: Understand aspects of family history and process (Un)

MO2: Evaluate the relevance of family dynamics (Ev)

MO3: Develop competency to appraise functioning of family using various techniques (Cr)

MODULE 4: THE FAMILY INTERVENTION

Foundations of family Counselling - The beginnings of family interventions – Key concepts and assumptions of family and couples Counselling: system theory and intervention- theoretical approaches to family and couples treatment: the psychoanalytic approach – the experiential approach – the family system approach – the strategic family therapy (SFT) approach – the structural approach – cognitive behavioral approaches.

MO1: Trace the different theoretical backgrounds of family intervention (An)

MO2: Evaluate the relevance of various approaches to family intervention (Ev)

MO3: Design effective family intervention strategies (Ap, Cr)

MODULE 5: INTERVENTION IN TROUBLED FAMILY RELATIONSHIPS

Evidence supported guidelines – tailoring techniques to couples and families: tailoring by diagnosis – tailoring by relational conflict – tailoring by level of family functioning – premarital Counselling - marriage Counselling – couple Counselling - divorce Counselling – divorce mediation. Counselling the remarried family: Varieties of remarried family structures - Step family living arrangements – the developmental stages of remarriage.

MO1: Understand the various challenges arising in family relationships (Un)

MO2: Evaluate the various available technical approaches to addressing family issues (An, Ev)

MO3: Design tailor made approaches for dealing with the specific family challenges (Ap, Cr)

MODULE 6: COUNSELLING FAMILIES WITH VARIED LIFESTYLES

Counselling the single parent-led family – changing times: patterns of marriage and divorce - The process of divorce – living through divorce – varieties of single parent households – teenage mothers - assessing single parent led families. Common problems in single parent led families: The custodial parent –the noncustodial parent – the children - child custody, child support, and visitation. Child custody alternatives – some Counselling guidelines – current family issues in Kerala.

MO1: Understand and analyse families with diverse life styles and structures (Un, An)

MO2: Develop Counselling and support strategies relevant to diverse family lifestyles (Ap, Cr)

References

- Becvar, R.J., & Becvar, D.S. (2000). Family therapy: A systemic integration. Boston: Allyn & Bacon.
- Berk, L.E. (2007). Child Development(7th ed.). New Delhi: Prentice Hall of India.
- Bhushar, V., & Sachdeva, D.R. (2011). An introduction to Sociology. Allahabad: Kitab Mahal.
- Bitter, J.R. (2013). Theory and Practice of Family Therapy and Counselling. Brooks/Cole.
- Fishman, H. C., & Minuchin, S. (1981). Family Therapy Techniques. Cambridge: Harvard University Press.
- Goldenberg, H., & Goldenberg, I. (2002). Counselling Today's Families (4th ed). U.K.
- Liberman, R. P., Wheeler, E.G., De Visser, Louis A.J.M., Kuehnel, J. , & Kuehnel, T. (1980). *Handbook of Marital Therapy: A Positive Approach to Helping Troubled Relationships*. New York and London: Plenum Press.
- Long, L.L., & Young, M.E. (2007). Counselling and Therapy for Couples. Thomson: Brooks/Cole.
- McKenry, P., & Price, S. (Eds.). (1994). *Families and change: Coping with stressful events*. Thousand Oaks, CA: Sage.
- O'Leary, C.J. (1999). Counselling Couples and Families. New Delhi: Sage Publications.

ASSESSMENT

25% Continuous / Formative assessment

75% End-semester/Summative Assessment: 3 hour written exam

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. List out various challenges arising in family relationships.
2. Enumerate the process of divorce.

Understand

3. Examine the technical approaches to addressing family issues?
4. Examine the importance of family dynamics.

Apply

5. Identify and apply effective intervention strategies in the family Counselling context.
6. Design support strategies to diverse family lifestyles to facilitate healthy family counselling.

Analyse

7. Analyse families with diverse life styles and structures.
8. Analyse modern family system is different from traditional familysystem.

Evaluate

9. Evaluate the importance of family dynamics.
10. Evaluate various approaches to family intervention.

Create

11. Develop a tailor made approach for dealing with the specific family challenges.
12. Design Counselling strategies relevant to diverse family lifestyles.

SEMESTER II: PSY DE 06: COUNSELLING IN DIVERSE SETTINGS

COURSE OUTCOMES

- CO1: To understand diverse nature of clients
- CO2: To gain insights into the challenges faced by diverse population
- CO3: To obtain relevant skills to support the needs of diverse population

MODULE 1: CAREER COUNSELLING

Introduction – basic concepts – Career decision making - issues related to career Counselling: Personal Vs career Counselling - assessment instruments – the process of career Counselling – intervention strategies – Computer assisted career Counselling. Special issues: career Counselling for women.

MO1: Develop a career decision plan (Cr, Ap)

MO2: Understand the issues related to career Counselling (Un)

MO3: Analyze different intervention strategies in career Counselling (An)

MODULE 2: HEALTH AND REHABILITATION COUNSELLING

Counselling for preventing illness and promoting positive health - Counselling for: HIV/AIDs- Diabetes- Cancer- Dialysis-Infertility and Addiction.

MO1: Understand the importance of rehabilitation Counselling

(Un)**MO2:** Analyze the Counselling needs for HIV/AIDS patients

MO3: Evaluate and apply the techniques used in addiction Counselling (Ev, Ap)

MODULE 3: COUNSELLING FOR WOMEN

Gender Role Development and Socialization- Theories of Gender

Development-Gender Stereotypes-Gender And Counselling- Counselling For

Women- Gender Based Violence- Domestic Abuse, Dowry Deaths, Rape And Sexual Harassment.

MO1: Trace the importance of gender in Counselling (An)

MO2: Understand the theories of gender development (Un)

MO3: Evaluate various violent acts based on gender (Ev)

MODULE 4: COUNSELLING THE LGBTQ COMMUNITY

Attitudes and biases towards LGBTQ Community-Knowledge about sexual orientation-skills- Facilitating sexual identity development and coming out process, Violence in the community-Suicide- Substance abuse- Relationship issues- APA Guidelines for Psychological Practice.

MO1: Understand the attitudes and biases toward the LGBTQ community (Un)

MO2: Trace the societal approach about LGBTQ (An)

MO3: Develop an intervention strategy based on violence in the community (Cr)

MODULE 5: COUNSELLING THE ELDERLY

Introduction – characteristics of old age – age related physical hazards - problems of old age: bereavement – other losses: independence, health, mobility, family home. Anxiety – depression – dementia loneliness – fear about future – awareness of own mortality – diseases – financial problems – age related social issues – empty nest syndrome – Counselling needs and process- palliative care.

MO1: Identify the physical problems of elderly people (Un, Re)

MO2: Understand the psychological issues of elderly people (Un)

MO3: Evaluate and apply the Counselling techniques of the elderly (Ev, Ap)

MODULE 6: CHILD AND ADOLESCENT COUNSELLING

Introduction – Goals – Special Counselling Approaches: Play Therapy and Conflict Resolution – Special Problems of children and adolescents – Child abuse and neglect – Depression – Suicide – Antisocial Behavior – Conduct disorder - Anxiety - Guidelines for child and adolescent counselling

MO1: Understand the special counselling approaches in child and adolescent counselling (Un, Re)

MO2: Understand the special Problems of children and adolescents (Un)

MO3: Evaluate and apply the guidelines for child and adolescent counselling (Ev, Ap)

References

George, R.L. (1995). *Theory and practice of Counselling* (4th ed). London.

Hallahan, D. P., & Kauffman, J. M. (1978). *Exceptional Children: An Introduction to Special Education*. Engle Wood Cliffs.

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Nystul, M. S. (2003). *Introduction to Counselling: An art and science Perspective* (second ed). New York.

Sharry, J. (2004). *Counselling Children Adolescents and Families*. New York: Palgrave Macmillan.

ASSESSMENT

25% Continuous / Formative assessment

75% End-semester/Summative Assessment: 3 hour written exam

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Describe the roles and functions of a school counselor.
2. What are the basic principles of guidance?
3. What are gender stereotypes?

Understand

4. Trace the differences between personal and career counselling.
5. What is addiction counselling?

Apply

6. Design an effective Counselling plan for patient suffering from diabetes.
7. Design a plan for promoting gender sensitivity in workplace.

Analyse

8. Analyse the role played by biases towards LGBTQ community.
9. Trace the significance of Counselling for infertility issues.

Evaluate

10. What are some of the issues involved in Counselling HIV positive patients?
11. Evaluate the significance of gender-based violence in our society.

Create

12. Create a career Counselling plan for students who have completed graduation in psychology.
13. Create an intervention strategy for a young adult patient suffering from alcohol dependence syndrome.

SEMESTER II: PSY- CC- 07: INTERNSHIP &PRACTICALS

The students have to undergo an internship/field placement for 150 hours during the second semester, before the final examination and submit a report on internship and five different case reports of child, adolescent and adult cases.

For Counselling practical, an imaginary case description is given to each student and is asked to find out the provisional diagnosis and suggest possible intervention strategies.