

POST GRADUATE DIPLOMA IN GUIDANCE & COUNSELLING

SYLLABUS

2012-2013

PAPER I
THEORY AND PRACTICE OF GUIDANCE & COUNSELLING

OBJECTIVES

At the end of this course the participants will be able to:

- ✓ understand human behaviour at different stages
- ✓ recognize behavioural problems and examine strategies for positive behaviour management
- ✓ identify different types of exceptionalities
- ✓ relate counselling theory to issues in counselling
- ✓ develop an ethical approach to counselling

Unit 1 **NATURE AND SCOPE OF GUIDANCE**

- 1.1 Concept and Definition of Guidance and Counselling
- 1.2 Guidance and Life Goals
- 1.3 The Counselling Vocation
- 1.4 The Phases of the Counselling Process (Assessment, Intervention, and Termination)
- 1.5 Characteristics of an Effective Counsellor
- 1.6 Personal challenges as a Counsellor

Unit 2 **STAGES OF HUMAN DEVELOPMENT AND AREAS OF GUIDANCE**

- 2.1 Characteristics of Different Stages of Development (Physical, Cognitive, Emotional, Social, and Moral)
- 2.2 Problems of Childhood
- 2.3 Problems of Adolescence
- 2.4 Problems of Adulthood and the Aged
- 2.5 The Concept of Adjustment and Adjustment at Different Stages of Life

Unit 3 **EXCEPTIONALITY: TYPES AND PROBLEMS**

- 3.1 Nature of Exceptionality
- 3.2 Intellectual Exceptionality: Intellectual Superiority and Mental Retardation
- 3.3 Sensory Handicaps: Visual, Aural, Motor and Speech Handicaps
- 3.4 Family and Personal Problems of the Exceptional
- 3.5 Care and Education of the Exceptional

Unit 4 **COUNSELLING SPECIAL GROUPS**

- 4.1 Characteristics and Needs of Special Groups
 - Socially and Economically Disadvantaged
 - Destitutes and Orphans
 - Delinquents
 - Drop-outs
 - Aids Patients
 - Drug Addicts and Alcoholics
 - Paedophiles
 - Homosexuals
- 4.2 Identifying Support Networks
- 4.3 Referral Processes

Unit 5 **INTRODUCTION TO ABUSE COUNSELLING**

- 5.1 Types of Abuse
- 5.2 Causal Theories of Abuse
- 5.3 Effects of Abuse
- 5.4 Statutory Requirements
- 5.5 Implications for Counselors
- 5.6 Support Networks
- 5.7 Referral Processes

Unit 6 **GROUP AND INDIVIDUAL GUIDANCE**

- 6.1 Understanding Group Membership and Behaviour in Groups (Group Dynamics)
- 6.2 Characteristics of Group Guidance
- 6.3 Advantages of Group Guidance
- 6.4 Planning Group Counselling Sessions
- 6.5 Skills of Group Facilitation (including dealing with conflict)
- 6.6 Characteristics of Individual Guidance
- 6.7 Advantages of Individual Guidance
- 6.8 The Counselling Set-up

Unit 7 **FUNDAMENTAL COUNSELLING SKILLS**

- 7.1 The Client-Counsellor Relationship
 - The Counsellor as a Role Model
 - The Counsellor's Needs
 - Counsellor Objectivity/Subjectivity
 - Emotional Involvement
 - Counselor Limits in Practice

- 7.2 Basic Counselling Skills
 - Observation Skills
 - Questioning
 - Communication Skills (Listening, Feedback, Non-Verbal)
 - Making Notes and Reflections
- 7.3 The Counselling Interview
 - History Taking
 - Interviewing (Characteristics, Types, Techniques)
- 7.4 Developing Case Histories
 - Collecting, Documenting Information
 - Working with Other Professionals

Unit 8 ETHICS IN COUNSELLING

- 8.1 Need for Ethical Standards
- 8.2 Ethical Codes and Guidelines
 - Rights of Clients
 - Dimensions of Confidentiality
- 8.3 Dual Relationships in Counselling Practices
- 8.4 The Counsellor's Ethical and Legal Responsibilities
- 8.5 Ethical Issues in the Assessment Process

PAPER II
EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING

OBJECTIVES

At the end of this course the participants will be able to:

- ✓ recognize differences among students
- ✓ identify educational problems of students at different stages
- ✓ administer and interpret different types of tests
- ✓ help students with learning difficulties and social/emotional problems

Unit 1 EDUCATIONAL GUIDANCE AND COUNSELLING

- 1.1 The Purpose of Educational Guidance
- 1.2 Factors Contributing to Educational Problems
 - Self
 - Home
 - School
 - Neighbourhood
 - Community
- 1.3 The Educational Guidance Programme
 - Guidance at Primary School Level
 - Guidance at Secondary School Level
 - Guidance at College Level
- 1.4 Complementary Roles of the Teacher Counsellor and Professional Counsellor
- 1.5 Promoting Parental Collaboration in Educational Guidance.

Unit 2 MANAGING THE GUIDANCE SERVICE

- 2.1 Setting up of an Educational Cell/Unit
- 2.2 Monitoring and Evaluation of a Comprehensive Guidance Programme in Educational Settings.
- 2.3 Networking with Community Agencies.

Unit 3 VOCATIONAL GUIDANCE AND COUNSELLING

- 3.1 The Nature of Vocational Guidance.
- 3.2 The Need for Vocational Guidance
 - The Socio-economic and Cultural Context
- 3.3 The Concept of Vocational Development and Factors Contributing to Vocational Development
- 3.4 Theories of Vocational Development
 - Donald Super's Self-actualization
 - Ginzberg's Occupational Choice

- 3.5 The Process of Vocational Counselling
- 3.6 Job Analysis and Job Satisfaction
- 3.7 Occupational Information
 - Sources of Occupational Information
 - Collection of Occupational Information
 - Classification and Dissemination

Unit 4 PREPARATION FOR THE WORLD OF WORK

- 4.1 Discovering Individual Abilities/Interests
- 4.2 Studying Occupations and Job Requirements
- 4.3 Training for Interviews
- 4.4 Developing a Work Ethic
- 4.5 Developing Professionalism
- 4.6 The Psychology of Entrepreneurship

Unit 5 MEASUREMENT IN GUIDANCE

- 5.1 Need for Psychological Tests and Uses of Tests
- 5.2 Characteristics of a Good Psychological Test
- 5.3 Different Types of Test
 - Intelligence Tests and their Interpretation
 - Achievement and Aptitude Tests
 - Personality Inventories, Interest Inventories, Projective Techniques
- 5.4 Testing Procedure, Scoring, Recording, Reporting Test Interpretations in Counselling
- 5.5 Limitations of Psychological Tests

Unit 6 TECHNIQUES AND SKILLS IN GUIDANCE

- 6.1 Understanding the Individual
- 6.2 Enabling the Individual to Understand Self
- 6.3 Case Study and Case Conference
- 6.4 Cumulative Records
- 6.5 Anecdotal Record
- 6.6 Interviews
- 6.7 Follow-up

Unit 7 HELPING STRATEGIES IN CAREER GUIDANCE

Individual Counselling

- 7.1 Definition
- 7.2 Some Systematic Individual Counselling Models
- 7.3 Broad View of Career Counselling
- 7.4 Counsellor and Counsellee Internal frame of reference
- 7.5 Outcomes of Career Counselling
- 7.6 Decision - Making

Group Process

- 7.7 Rationale , Characteristics of the group, Use of groups

Unit 8 COUNSELLING IN SPECIAL AREAS

- 8.1 Counselling in Industrial Settings
- 8.2 Medical and Health Counselling
- 8.3 Counselling in Community Centres (NGOs)

PAPER III
BEHAVIOUR DYSFUNCTION

Objectives:

- ✓ This paper aims at enabling the students to learn the causes, symptoms and types of various dysfunctional behaviour.

Unit 1: PERSPECTIVES ON ABNORMAL BEHAVIOUR

- 1.1 Historical views of abnormal behaviour
- 1.2 Meaning and definition of normality and abnormality
- 1.3 Models for understanding causes of behaviour dysfunction
 - Psychoanalytic
 - Humanistic - existential
 - Cognitive - behavioural
 - Transpersonal
- 1.4 Classification of mental disorder,
- 1.5 Causal factors
- 1.6 View points in abnormal psychology

Unit 2: STRESS AND ANXIETY RELATED DISORDERS

- 2.1 Symptoms
- 2.2 Types
- 2.3 Cause and Management of Panic Attack
- 2.4 Generalized anxiety disorders
- 2.5 Phobia
- 2.6 OCD
- 2.7 Stress and Adjustment disorders
- 2.8 Dissociative disorders.

Unit 3: MOOD DISORDER AND PSYCHOTIC DISORDER

- 3.1 Symptoms
- 3.2 Types
- 3.3 Causes
- 3.4 Treatment

Unit 4:

SUICIDE

- 4.1 Facts about Suicide
- 4.2 Perspective on Suicide
- 4.3 Identifying Suicidal tendencies
- 4.4 Suicide Prevention

Unit 5:

**PERSONALITY DISORDER, SUBSTANCE RELATED DISORDERS,
SEXUAL AND GENDER IDENTITY DISORDER**

- 5.1 Symptoms
- 5.2 Types
- 5.3 Causes
- 5.4 Treatment

Unit 6:

OVERVIEW OF

- 6.1 Childhood, adolescence and geriatric disorder
- 6.2 Somatoform disorders and psychological factors and physical illness.

Unit 7:

**LEARNING DISABILITIES, MENTAL RETARDATION AND
AUTISTIC DISORDER**

- 7.1 Etiology of Learning Disabilities
- 7.2 Intervention with Learning Disabilities
- 7.3 The Concept of Mental Retardation
- 7.4 Classification of Mental Retardation
- 7.5 Etiology of Mental Retardation
- 7.6 Prevention and Treatment of Mental Retardation
- 7.7 Characteristics of Autistic Disorders
- 7.8 Etiology of Autistic Disorders
- 7.9 Treatment of Autistic Disorders

PAPER IV
APPROACHES TO COUNSELLING THERAPY

OBJECTIVES

At the end of this course the participants will be able to:

- ✓ critically examine different approaches to counselling
- ✓ deepen understanding of theoretical frameworks
- ✓ understand the link between theory and practice
- ✓ arrive at their own personal orientation to counselling

Unit 1 THE HUMANISTIC APPROACH (PERSON-CENTERED THERAPY)

- 1.1 Historical Context of the Humanistic approach
- 1.2 Carl Roger's Contribution
- 1.3 Abraham Maslow's Contribution
- 1.4 Key Concepts and Techniques in the Humanistic Approach
- 1.5 The Counsellor-Client Relationship
- 1.6 Application of the Humanistic Approach
- 1.7 Limitations

Unit 2 BEHAVIOUR THERAPY

- 2.1 Historical Context of the Behaviourist Approach
- 2.2 Behaviour Therapy: Key Concepts and Techniques
- 2.3 The Therapeutic Process
- 2.4 New Directions in Behaviour Therapy
- 2.5 Applications of Behaviour Therapy
- 2.6 Limitations

Unit 3 COGNITIVE BEHAVIOUR THERAPY

- 3.1 Historical Context of Cognitive Behaviour Therapy
- 3.2 Meichenbaums Cognitive Behaviour Modification
- 3.3 Albert Ellis' Contribution: Rational Emotive Therapy
- 3.4 Beck's Contribution
- 3.5 Cognitive Behavioural Therapy, Key Concepts and Techniques
- 3.6 The Therapeutic Process
- 3.7 Applications of Cognitive Behaviour Therapy
- 3.8 Limitations

Unit 4 **GESTALT THERAPY**

- 4.1 Historical Context of Gestalt Therapy
- 4.2 Contribution of Fritz Perls
- 4.3 Gestalt Therapy: Key Concepts and Techniques
- 4.4 The Therapeutic Process
- 4.5 Applications of Gestalt Therapy
- 4.6 Limitations

UNIT 5 **PSYCHOANALYTIC THERAPY**

- 5.1 Historical Context of Psychoanalytical Therapy
- 5.2 Sigmund Freud's Contribution, Erickson's Contribution
- 5.3 Eric Berne's Contribution: Transactional Analysis
- 5.4 Psychoanalytic Therapy: Key Concepts and Techniques
- 5.5 The Therapeutic Process
- 5.6 Application of Psychoanalytical Therapy
- 5.7 Limitations

Unit 6 **STRESS AND STRESS MANAGEMENT**

- 6.1 Definition and Classification
- 6.2 Internal and External Stressors
- 6.3 Effects of Stress on Cognition, Behaviour and Physiology
- 6.4 The Effects of Acute and Chronic Stress
- 6.5 Identifying Causal Factors and their Effects in Counselling Interviews
- 6.6 Evaluation of Case Information for Remediation or Referral
- 6.7 The Coping Process
- 6.8 Types of Coping Strategies
- 6.9 Stress Management through Yoga and Transcendental Meditation

Unit 7 **DEVELOPING AN ECLECTIC APPROACH TO UNDERSTANDING PERSONALITY**

- 7.1 Synthesis of the Various Approaches
- 7.2 Selecting the Appropriate Approach in Different Counselling Situations

PAPER V
GRIEF AND BEREAVEMENT

Objectives:

- ✓ Delve into the personal grieving experiences of the trainee counselees and have them determine suitable coping mechanisms to deal with their own grief.
- ✓ Dealing with different areas of counselling needs
- ✓ Dealing with professional caretakers and family caregivers

Practical Orientation, Session I PREPATORY SESSION - Mission is life and self actualization

Death brings about a sense of the mortality of each individual. Reflections are on the mission one feels one has in life. The Inventory of Self Actualization (ISAC) helps the counselor trainee to explore his/ her personal level of self-actualization in the content of Abraham Maslow's hierarchical needs.

Practical Orientation II, Session II Writing an imagined obituary of oneself

This is writing an obituary about self at an imagined age of dying. The intent once again is to have a sense of history of self as well as to give purpose to living. Sharing is done on the various aspects of life considered and reflections on where each one thinks he/she is at the moment of their lives. There is also a pairing arranged so that each one writes an obituary of the other person, as the writer believes the facts to be. The purpose is for each individual to have a sense of how he/she comes across and the impact they are making on others.

To further reinforce this reflection on sense of the self the individual is asked to write just one word that would best describe him/ her on the tombstone

Practical Orientation III, Session III Facing the inevitability of death

Dying is about cutting off links with living others. The counselor trainee is asked to imagine his/ her passing away. He/she will however write farewell letters to the following

- a) Individual family members
- b) Two close friends
- c) An undesirable person, or enemy

The trainees can choose to give these letters to those written to or not. The purpose is to go within themselves and come to terms with unresolved relational issues as well as to discover afresh the richness of the current relationships

Practical Orientation IV, Session IV Dying is a final letting go. Exercises in “Letting Go”

Taken primarily from the Book “The Power of Letting Go” by Patricia Carrington the purpose is to enter into the many exercises where the trainee learns to let go of needs such as approval, control, and expectations. Exercises also deal with releasing for various relational problems.

Session V

Here dealt with are the Issues of attachment, loss and the tasks of mourning

Session VI

Normal Grief Reactions: Uncomplicated mourning
Manifestations of Normal grief, Grief and depression, determinants of grief.

Session VII

Grief counselling: Facilitating Uncomplicated grief
Goals of grief counselling, counselling principles and procedures

Session VIII

Abnormal Grief Reactions: Complicated mourning
How grief goes wrong, why people fail to grieve.

Session IX

Grief Therapy : Resolving Pathological Grief
The goals and procedures, special considerations, Techniques and timing

Session X

Grieving Special Types of Losses
Suicide, Sudden death, Sudden infant death, still births, Anticipatory grief, Aids

Session XI

Grief and Family Systems
Death of a child, children whose parents die, grief and the elderly, family versus individual needs.

Session XII

The Counselor’s own grief.

Assignments for the Counselee trainees include individual presentation of the Chapters from the book “Grief, Dying and Death” by Therese A. Rondo including undertaking planned exercises that follows each chapter.

PAPER VI
FAMILY THERAPY

Unit 1 **FUNDAMENTAL CONCEPTS OF FAMILY THERAPY**

- 1.1 Cybernetics - system theory (General systems theory) - Social constructivism (Constructivism & the social construction theory) - Conclusion
- 1.2 The working concepts of FT - interpersonal c. - complimentary - circular causality - triangles - family structure - process/ content - the meaning (function) of symptoms - family life circle - family narratives - gender - culture.

APPENDICES

- Drawings one's genogram
- Demonstration of some structured techniques in marriage and FT
- Questionnaire on "Raising an Emotionally Intelligent Child"
- Definition of 112 **key terms** used in FT
- Student demonstration of case studies (in groups of 5 each, for 30 minutes)

Unit 2 **ORIGINS AND DEVELOPMENT OF FAMILY THERAPY**

- 2.1 Origins of Family Therapy
- 2.2 Movements:
 - Child guidance
 - Marriage counselling
 - Sex therapy
- 2.3 Group therapy
 - Group analysis
 - Encounter groups
 - Psychodrama
 - Gestalt therapy
- 2.4 Research traditions
 - Work groups
 - Role theory
 - Schizophrenia
- 2.5 Gregory Bateson
- 2.6 Three organizing themes
 - Behaviour patterns
 - Belief and context

Unit 3 **PROCESSES IN FAMILY THERAPY AND BASIC TECHNIQUES
IN FAMILY THERAPY
STAGES OF FAMILY THERAPY**

- 3.1 Stage 1 – Planning
- 3.2 Stage 2 – Assessment
- 3.3 Stage 3 – Treatment
- 3.4 Stage 4 – Disengaging or Recontracting

Unit 4 **FAMILY THERAPY – With Child and Adolescent – Focussed Problem
PHYSICAL CHILD ABUSE**

- 4.1 Systemamic model of physical child abuse
- 4.2 Family therapy for physical child abuse

Unit 5 **FAMILY THERAPY – With Adult – Focussed Problem
DEPRESSION AND ANXIETY**

- 5.1 Depression
- 5.2 Anxiety
- 5.3 Systemamic model of anxiety and depression
- 5.4 Couples therapy for anxiety and depression

Unit 6 **FAMILY STRUCTURE (Tentative)**

- 6.1 The Individual Holon
- 6.2 The Spouse Holon
- 6.3 The Parental Holon
- 6.4 The Sibling Holon
- 6.5 Development and change
- 6.6 Couple formation
- 6.7 Families with children
- 6.8 Families with school age and adolescent children
- 6.9 Families with grown children

Practical Component

The practical component will consist of 125 hours of supervised internship training.

- The students will work towards identifying their own theoretical frameworks
- The students will learn how to make treatment recommendations, formulate a treatment plan and establish a treatment contract.

Students will be expected to choose a particular area eg. Schools, Colleges, NGOs where they would like to work and will actually do counselling under supervision. Every week they will present

- 1a. a taped session to the supervision group of which they are a part to discuss the treatment plan they are using, their own efficacy as revealed on the tape and their clients responses to them
- 1b. their own particular difficulties with the client, as well as their own issues of transference and other personal issues that get triggered off in relation to clients issues.
2. one transcribed verbatim of the session
- 3a. a case study
- 3b. a paper that describes their own personal orientation to counselling
4. Administration of various tests