

P.G DIPLOMA IN COUNSELLING AND GUIDANCE

Regulation to be implemented from 2022-2023 academic year.

Pattern : Semester System

Duration : 4 Semesters in one academic year.

Course Pattern :

- All the papers in all two semesters are compulsory.
- The students will study a total of ten papers with five papers per semester.

Scheme of Evaluation :

- Double valuation by internal and external examiners
- One assignment will be given for 30 marks in each semester.
- Maximum marks for each paper – 100 (70 marks for semester end examination + 30 marks for assignment)
- Pass mark in theory paper – 40 marks
- Pass marks in Practical and case studies - 50 marks
- An aggregate of 40% in each semester is required for the students to be declared as passed in that semester.
- Grading system is followed which is given below :

A student will be given for each paper on the basis of the marks obtained in the respective papers. The grades will be given as follows

S.NO	RANGE OF MARKS	GRADE	GRADE POINTS
1	>90%	O	10
2	81%- 90%	A+	9
3	71%- 80%	A	8
4	61%-70%	B+	7
5	56%-60%	B	6
6	51%-55%	C	5
7	40%-50%	P	4
8	< 40%	F	0
9	ABSENT	Ab	-

Calculation of SGPA as given by the office. A copy is enclosed.

Semester Grade Point Average (SGPA) will be calculated for each semester and the candidate has to score a minimum of 5.0 SGPA for a pass in each semester.

The candidate will be declared to have passed in the course only if he/she secures 5.0 CGPA (Course Grade Point Average).

Classification of successful candidates is based on CGPA as follows :

Distinction	CGPA	8.0 or more
I Class	CGPA	6.5 or more but less than 8.0
II Class	CGPA	5.5 or more but less than 6.5
Pass	CGPA	5.0 or more but less than 5.5

I SEMESTER

PAPER NO.	TITLE	CR EDI T	MAX. MARKS	DOUBLE VALUATION (INTERNAL & EXTERNAL)	ASSIGNME NT
101	Principles of Counselling and Guidance	4	100	70	30
102	Mental Health and Disorders	4	100	70	30
103	Child and Adolescent Counselling	4	100	70	30
104	Therapeutic Approaches in Counselling	4	100	70	30
105	Psychological Assessment and Case Studies	6	100	70	30

Total 22 500 350 150

II SEMESTER

PAPER NO.	TITLE	CR EDI T	MAX. MARKS	DOUBLE VALUATION (INTERNAL & EXTERNAL)	ASSIGNMENT
201	Counselling Process and Skills	4	100	70	30
202	Marital and Family Counselling	4	100	70	30
203	Organizational Counselling	4	100	70	30
204	Special Counselling (Abuse, Addiction and Disability) Group and	4	100	70	30
205	Counselling Skills Practice	6	100	70	30

Total 22 500 350 150

Note : Records/ Case Studies/ Assignments have to be submitted one week before the commencement of the examination failing which the student shall forfeit the allotted marks.

**P.G. DIPLOMA IN COUNSELLING AND
GUIDANCE (SEMESTER I)**

SEMESTER I

101 - PRINCIPLES OF COUNSELLING AND GUIDANCE

COURSE OUTCOME:

Enables the learner to equip oneself with basic counselling and guidance skills adequate for assisting children and teachers at schools.

Objectives :

- I) To develop an understanding of the concepts of guidance and counselling.
- II) To develop an understanding of the types of guidance.
- III) To acquaint students with different psychometric tests and directives/strategies of guidance.
- IV) To develop an understanding of the role of teacher as counsellor.
- V) To create an awareness of the working of guidance centres.

UNIT 1 : (COUNSELLING)

- Counselling – Meaning, Purpose and Scope
- Types of Counselling – Directive, Non-directive

UNIT 2 :

- Process of Counselling (Introduction, In-Depth Communication, Suggestion)
- Skills in Counselling (Listening, Questioning, Responding)
- Role of Counsellor and Professional ethics of Counsellor

UNIT-3 (GUIDANCE)

- Meaning , Nature and Scope of Guidance
- Functions of Guidance
- Educational Guidance – Need and Importance
- Vocational Guidance - Need and Importance
- Personal Guidance - Need and Importance

UNIT -4

- Guidance of Differently Abled Students – Gifted, Slow Learners,
- Learning Disability (Dyslexia, Dysgraphia, Dyscalculia)
- Main streaming and providing support for differently abled students

UNIT – 5 (TOOLS OF GUIDANCE AND COUNSELLING)

- Psychological tests – meaning , need and limitations
- Testing – Intelligence, Aptitude, Attitude, Achievement, Interest and Personality
- Interviews – Types and Procedures
- Case study
- Questionnaire

REFERENCES

Aggarwal J. C., (2004) Educational and Vocational Guidance and Counseling, 7th Edition, Doaba House; Delhi.

Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.

Chauhan S.S. Principles and Techniques of Guidance.

Dash, M (1997) Education of Exceptional Children, Atlantic publishers, New Delhi

Dev Kapil (2006) Educational Counseling, Pragun Publications, New Delhi

Gibson Robert & Mitchell Marianne (2005) Introduction to Guidance and Counseling, 6th Edition, Prentice Hall of India, New Delhi.

Gladding Samuel (2011) Counseling - A Comprehensive Profession, 6th Edition, Dorling Kindersley India Pvt. Ltd., New Delhi

Kenkateish, S (2001) Special Education, Anmol Publication Pvt. Ltd., New Delhi.

Kochhar S.K. (1981) Guidance in Indian Education, New Delhi

Kochhar S.K. (1987) Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi

Kochhar S.K. (1987) Guidance and Counseling in Colleges and Universities, Sterling Publishers, New Delhi

Milne Aileen (2003) Teach Yourself Counseling, McGraw Hill companies, Chicago.

Panda, K.C. (1997) Education of Exceptional Children, Vikas Publishing House, Delhi.

Sharma R.A. Fundamentals of Guidance and Counseling

Sharma Ramnath and Sharma Rachana (2004) Guidance and Counseling in India, Atlantic Publishers and Distributors, New Delhi

101 - PRINCIPLES OF COUNSELLING AND GUIDANCE

MODEL QUESTIONNAIRE

Max : 70 Marks

Write the following questions

5 X 10 = 50 Marks

1. Define counselling and explain its nature and scope in detail.
(Or)
Explain directive and non-directive counselling with examples.
2. What is the process of counselling and explain in-depth communication procedure with example?
(Or)
Explain Listening and Questioning skills in detail.
3. Discuss Educational guidance
(Or)
Discuss Vocational Guidance
4. Explain how to support differently abled students.
(Or)
Explain types of Learning Disability in detail
5. Explain intelligent testing with examples.
(Or)
Discuss Types of interview and procedures.

Write a short on the following questions

5 X 4 = 20

Marks

1. Describe Non-directive counselling.
2. Write about Listening skill.
3. Write about functions of guidance.
4. Write about Gifted children
5. What is a questionnaire and explain its format.

102 - MENTAL HEALTH AND DISORDERS

COURSE OUTCOME:Successful completion of this course helps the learner to identify mental health disorder

Objectives :

- Learn what a mental disorder means.
- Identify the symptoms or syndromes of mental health disorders
- Learn about common mental health disorders
- Learn about psychotic disorders.
- Learn about what disability is and rehabilitation process.

UNIT 1 :Introduction to Health and Disorders

Notions of Mental Health and Disorders

Dimensions of Psycho-social Stress and Coping

Classification and Assessment of Mental Disorders

Nature and Type of Chronic Physical Illnesses

Mental Health Perspective in Chronic Physical Illnesses

National Mental Health Programme

UNIT 2 : MENTAL DISORDERS

Cognitive Disorders

Mood Disorders

Schizophrenia and Other Psychotic Disorders

Substance Use Disorders

UNIT 3: Mental Disorders-II

Neurotic Disorders

Personality Disorders

Depression, Grief and Suicide

Disorders of Childhood and Adolescence – Developmental, Emotional and Behavioural

UNIT 4: Persons with Disabilities

Orientation to Disability

Persons with Sensory Impairments

Persons with Mental Retardation

UNIT 5 :

Mental Illness and Psychosocial Rehabilitation

Persons with Locomotor Disability and Multiple Disabilities

REFERENCES

102– MENTAL HEALTH AND DISORDERS

MODEL QUESTIONNAIRE

Max. : 70 Marks

Write the following questions

5 X 10 = 50 Marks

1. Discuss Classification and Assessment of Mental Disorders.

(Or)

Explain Nature and Type of Chronic Physical Illnesses .

2. Explain how to identify and diagnose substance use disorders?

(Or)

Discuss Mood Disorders in detail.

3. Discuss Disorders of adolescence

(Or)

Discuss Grief and suicide

4. Explain concept of Disability in detail.

(Or)

Explain Mental retardation

5. Explain psychosocial rehabilitation.

(Or)

Discuss locomotor disability with case examples.

Write a short on the following,

5 X 4 = 20 Marks

1. Describe Non-directive counselling.
2. Schizophrenia.
3. Neurotic disorders.
4. Sensory impairment
5. Multiple Disabilities.

103 - CHILD AND ADOLESCENT COUNSELLING

COURSE OUTCOME:Successful completion of this course enables the learner to identify the particular characteristics of developmental period -childhood and adolescence.

Objectives :

- To enable learners to acquire knowledge about factors that influence children like family peers, mass media
- To enable learners to identify psychopathology of childhood
- To Enable the le learners to identify psychopathology of Adolescence

UNIT 1: Socio-developmental Perspectives

Family, School and Peer Group as Social Systems

Impact of Mass Media

UNIT 2 :Children in Vulnerable Situations

Assessment of Child/Adolescent Psychopathology

UNIT 3 :Therapeutic Interventions

Life Skills Training

Play Therapy

UNIT 4 : Supportive counselling

Training Parents of Children/Adolescents with Disabilities

Counselling for Trauma and Abuse in Childhood

UNIT 5: Psychotherapies

Cognitive Behavioural Therapy for Childhood/Adolescent Disorders

REFERENCES

103 - CHILD AND ADOLESCENT COUNSELLING

MODEL QUESTIONNAIRE

Max : 70 Marks

Write the following questions

5 X 10 = 50 Marks

1. Discuss Effect of family on child development.
(Or)
Explain the importance of peer group on child development.
2. Explain how to assess childhood psychopathology?
(Or)
Discuss adolescent psychopathology.
3. Discuss life skills in detail.
(Or)
Discuss play therapy procedure
4. Explain training procedure for parents of disabled children.
(Or)
Explain childhood abuse.
5. Explain Cognitive Behavioral Therapy for children.
(Or)
Discuss treating adolescents with CBT.

Write a short on the following,

5 X 4 = 20 Marks

1. School environment and child development.
2. Assessment procedures for Adolescence disorders.
3. Play therapy settings.
4. Childhood trauma
5. Steps of CBT.

104 - THERAPEUTIC APPROACHES IN COUNSELING

Course Outcome : Successful completion of this course enables the learner to acquire understanding of the therapeutic procedures in counselling.

Objectives:

- To enable the student to have an insight into the Therapeutic Approaches of counselling
- To enable the student to understand the major Therapeutic techniques and procedures involved in counselling.

Unit - I: Psychoanalytic Therapy

a. Psychoanalytic Therapy (Sigmund Freud)- Introduction – Key concepts –view of human nature, structure of personality – conscious and unconscious – anxiety- ego- Defence mechanisms – development of personality.

b. The therapeutic process – therapeutic goals – Therapist’s function and role – clients experience in therapy – relationship between therapist and client – application – therapeutic techniques and procedures.

Unit – II: Behaviour Therapy

a. Behaviour Therapy (Arnold Lazarus) – Introduction – Historical background – Four areas of development (Classical Conditioning- Operant Conditioning –Social learning approach – Cognitive Behaviour therapy)

Key concepts – View of human nature - therapeutic goals – Therapist’s function and role – clients experience in therapy – Relationship between therapist and clients.

a. Applications of therapeutic techniques

Relaxation training and related methods - Systematic desensitization Exposure Therapies - Eye movement, desensitization and reprocessing - Assertion training - Self management and self directed behaviour.

Unit III: Person Centered Therapy (Carl Rogers)

a. Introduction – Historical background – Existentialism and Humanism.

Key Concepts: View of human nature- Basic characteristics – Therapeutic Process:

Therapeutic goals – Therapist’s function and role - Client’s experience in therapy – relationship between therapist and client.

a. Applications – Therapeutic techniques and procedures: Evolution of person- centered methods. The role of assessment – Areas of application.

Unit IV: Cognitive Behaviour Therapy(Albert Ellis and Aaron T. Beck)

a. Introduction: Development of rational emotive behaviour therapy.

Key Concepts: view of human nature – view of emotional disturbance- A-B-C Theory of personality. Therapeutic process), therapeutic goals – Therapist’s function and role – Client’s experience in therapy relationship between therapist and client.

b. Application – Therapeutic techniques and procedures – The practice of rational emotive behaviour therapy – Applications of REBT to client populations.

Unit V: An Integrative Approach :

a. Introduction: The trends towards psychotherapy integration – The future of psychotherapy – some predictions – integration of multi cultural issues and counselling – Integration of spiritual / religious issues in counselling – the challenges of developing an Integrative perspective.

b. Issues related to therapeutic process: Therapeutic goals – Therapist function and role – clients experience in therapy – Relationship between therapist and client.

REFERENCES

Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.

Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.

Hensen, J.C., Steive, R.R &Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bcan.

Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India

Mc Gowan & LyLe D. Schmidt (1962). *Counseling Readings in Theory and Practice*, New York: Holt & Reinehart

Narayana Rao, S. (1991). *Counseling and Guidance (Second Edition)* New Delhi: Tata McGraw Hill Publishing Company Ltd,

Patterson, C.J. (1973). *Theories of Counselling and Psychotherapy (Second edition)* New Haper and Row.

Richard Nelson, Jones (2005). *Introduction to Counselling skills, Tests and Activities (Second edition)*, New Delhi: Sage Publications.

104 - THERAPEUTIC APPROACHES IN COUNSELING

MODEL QUESTIONNAIRE

Max : 70 Marks

Write the following questions

5 X 10 = 50 Marks

1. Discuss Freud's psychoanalytic therapy.

(Or)

Explain the therapeutic process in detail.

2. Explain Behavioral therapy procedures.

(Or)

Discuss Therapeutic relationship.

3. Discuss Person centered therapy therapeutic process.

(Or)

Discuss Existentialism and humanism

4. Explain ABC Theory of Personality.

(Or)

Explain REBT therapeutic techniques.

5. Explain Recent trends in integration of psychotherapy.

(Or)

Discuss how spiritual / religious issues could be integrated in counselling.

Write a short on the following,

5 X 4 = 20 Marks

1. Ego defence mechanisms.
2. Systematic desensitization.
3. Roger's –theory therapist and client relationship
4. Rationale of REBT
5. Multi-cultural issues of integrated counselling.

105 – PSYCHOLOGICAL ASSESSMENT AND CASE STUDIES

COURSE OUTCOME:Successful completion of this course enables the learner to acquire knowledge of psychometric testing and to perform case study compilation and analysis.

Objectives :

- To acquire hands-on experience in conducting the psychological assessment.
- To enable learners to acquaint themselves with the case study process.

PART A: Psychological Assessments (At least 5 practical)

1. Mental Retardation Scale
2. Autism Scale
3. 16 Personnel Factors
4. Thematic Apperception Test
5. ADHD Inventory
6. Mental Health Inventory
7. DASS -21 (Depression, Anxiety, Stress and Suicidal)

PART B: Case Studies

Case Studies include –

- Collecting Personal Information
- Conducting Interview
- Gathering the background factors leading to the present problem
- Making a valid observations with respect to grooming, speech, non-verbal communication etc.
- Inference based on the verbal reports and behavioural manifestation.

This information is integrated and written in the form of a report.

MARKS :

Psychological Assessment Report and Case Studies Record : 40

Administration of results and interpretation of results : 40

Viva Voce : 20

Total 100

Note :The Student is required to administer a test on subject .The student is given an answered test which he/she has to score and interpret.

**P.G. DIPLOMA IN COUNSELLING AND
GUIDANCE (SEMESTER II)**

II SEMSTER

201 – COUNSELLING PROCESS AND SKILLS

COURSE OUTCOME: Successful completion of this course would enable the learner to acquire knowledge about advanced counselling skills catering to different professional settings.

Objectives:

This Paper aims to enable the student to:

- Understand the meaning and definition of counseling
- Explain the use of counselling as a helping profession.
- Counselling and its relation with guidance, psychotherapy, Clinical psychology and social work.
- Legal, Professional and ethical considerations in counselling.
- The communications skills involving verbal and nonverbal methods and effectively managing transference and resistance in the process of counseling.

Unit I:

a) The concept of counselling – Definition of counselling – counselling as helping profession- helping relationship – counselling and related fields – guidance, Psychotherapy, clinical psychology and social work.

b) Factors contributing to the emergence of counselling- Counselling movements in modern times – History of counselling movement- Present status of counselling in India

Unit II:

a) Goals and expectations of counselling – The characteristics an effective counselor
The roles and functions of counselor- counselor skills

b) Legal. Professional and ethical considerations in counselling – Conflicting responsibility – Confidentiality – Competence and representation and ethics in

research – legal considerations – the legal recognition of counselors –

Privileged communications – Expert Testimony and liability for negligence or malpractice.

Unit III:

a) The counselling setup – Influence of external conditions.

b) Phases of counselling – Phase I – Establishment of purpose

Phase – II Definitions of the counselling process

Phase – III Clarification and understanding of the client's needs

Phase – IV Progress towards the goal

Phase – V Consolidation and planning

Unit IV:

a) Structuring the relationship – Verbal and non verbal techniques – Handling transference and resistance - value orientation in counseling process

b) Types of counselling – Essentials of individual, family and group counselling – Evaluation of counselling.

UNIT V : COUNSELLING SKILLS

Knowing and understanding the self

a. Understanding one's personality type using MBTI - Understanding ego states

b. Understanding different aspects of the using the Johari Window

Counselling Skills

a. Attending Behavior - Opening Communication - Observation Skills - Paraphrasing and summarizing – Skills in Three tire model of counseling

b. Nothing and reflecting feelings - Confrontation (supporting while challenging)

Communication Skills

a. Non – Verbal communication - Verbal Communication - Listening Barriers

b. Tips to Enhance Listening - Counsellor's qualities.

Three stages of counselling

a. The relating stage: Understanding the internal frame of reference starting the help process, managing resistance.

The understanding stage: assessing feelings and physical reactions, assessing thinking, communication and action, challenges feedback.

b. The changing stage: helping to solve problem, improving communication, actions and thinking, negotiating home-work termination.

REFERENCES

Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.

Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.

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Berne, E. (1964). Game people play: The Psychology of Human relationships, Harmonds worth: Penguin

Hirsh, S.K., &Kummerow,J.M(1990) Introduction to type in organizations, Palo Alto: Consulting Psychologists press.

Ivery, A.E. &Ivery, M.B. (1999) International interviewing and Counseling: Facilitating client development in a multicultural society, Pacific Grove: Brooks/Cole.

Nelson –Jones, R. (2005) Introduction to counselling skills; Tests and activities, London: Sage Publications Inc.

Summerton, O. (1994), Becoming OK: Transactional analysis Basic concepts. Bombay: Alfreuby Publishers.

201 – COUNSELLING PROCESS AND SKILLS
MODEL QUESTIONNAIRE

Max : 70 Marks

Write the following questions

5 X 10 = 50 Marks

1. Discuss why counselling is a helping profession.
(Or)
Explain counselling movements in modern times.
2. Explain characteristics, roles of effective counseling.
(Or)
Discuss Legal. Professional and ethical considerations in counselling.
3. Explain importance of counselling setup – Influence of external conditions.
(Or)
Define of the counselling process and elaborate it with case example.
4. Explain verbal and non-verbal techniques of structural relationship.
(Or)
Explain types of counselling in detail.
5. Explain three tier model of counselling.
(Or)
Explain the various listening barriers and interventions.

Write a short on the following.

5 X 4 = 20 Marks

1. Counselling and guidance difference.
2. Enlist counselling skills.
3. Consolidation and planning.
4. Transference and resistance
5. Paraphrasing and summarizing

202 – MARITAL AND FAMILY COUNSELLING

COURSE OUTCOME:Successful completion of this course enables the learner to understand the complexities of marital and family counselling along with its specialized counselling therapies.

Objectives :

- To enable the learner acquire appropriate interview techniques
- To enable the learner to acquire hands on experience on assessing marital and family related problems.
- To enable the learner to acquire knowledge of marital and family specific counselling related therapies.

Assessment Methods

Unit 1 : Interview Methods

Unit 2 : Essential Skills for Family Assessment. Self- Report Scales

Marital Therapy

Unit 3 : Emotion Focussed Couples Therapy

Unit 4 : Cognitive Behavioural Sex Therapy

Unit 5 : Marital Enrichment Techniques

REFERENCES

202 – MARITAL AND FAMILY COUNSELLING

MODEL QUESTIONNAIRE

203 – ORGANISATIONALCOUNSELLING

COURSE OUTCOME:Successful completion of this course the learner will be able to understand how to deal with psychological problems that arise in organizations through counselling skills thus acquired.

Objectives:

- To introduce students to basic Principles of Organizational behaviour
- To educate students about the role and scope of a Workplace Counselor

Unit-1 :

Introduction to Organizational Psychology Definition, Historical Influences in Organizational Psychology Placing the Counselor in the context of the Organization Differences between Workplace Counseling, Mentoring, Coaching and Training.

Unit-2 :Organizational Socialization

Organizational Socialization - Definition, Dimensions, Stages Role of the Workplace Counselor at each Stage.

Unit-3 :

Individual Behaviour in Organizations Productive and Counterproductive Behaviour in Organizations - definitions Job Satisfaction Employee Absenteeism Employee turnover Occupational Stress Special groups in organisationalcounseling: - Chronic absentees -Accident prone - Employees with family problems - Employees with alcoholism & drug addiction - Maladjusted employees - Indisciplined employees.

Unit-4 :

Leadership behaviour Definition and theories Models of leadership behaviour, Management of Counterproductive Behaviour and Stress – Application of Basic Skills and Approaches of counseling to Specific Problems, Using techniques of Time-management, Stress Management, Cognitive Behaviour Approaches, Handling Procrastination and Perfectionist Behaviours at Workplace.

Unit-5 :

Group Behaviour in organizations Definition and Characteristics of Groups Stages of Groups Impact of Groups on Individual Group Effectiveness – Determinants and Enhancement Intergroup Interactions – Types and patterns Intergroup Conflicts – Reduction Strategies, Stress management and Performance – From Analysis to Intervention Vocational counselling: counseling for career planning & development. Adjustment on the job. Promotion counseling.

REFERENCES

Jex, S.M. (2002). *Organizational Psychology: A Scientist-Practitioner Approach*. John Wiley and Sons. Inc, New York.

Arnol J., & Robertson, I.T., &Coopen, C.L. (1995). *Work Psychology Understanding human behaviour in workplace*. London: Mcmillan.

Lilly Nerry *Psychology at work*, 2nd Edn. Tata McGraw Hill.

Kinicki, A., &Kreitner, R. (2006). *Organizational behaviour: Concept, skill, practices*, 2nd Edn. New Delhi: Tata Mc-Graw Hill.

Sonnentag, S. (2002). *Psychological Management of Individual Performance*. John Wiley & Sons Ltd.

203 – ORGANISATIONAL COUNSELLING

MODEL QUESTIONNAIRE

Max : 70 Marks

Write the following questions

5 X 10 = 50 Marks

1. Discuss Historical Influences in Organizational Psychology.
(Or)
Explain Differences between Workplace Counseling, Mentoring, Coaching and Training.
2. Explain dimensions of Organizational Socialization.
(Or)
Discuss Role of the Workplace Counselor at each Stage.
3. Explain Productive and Counterproductive Behaviour in Organization.
(Or)
Discuss Occupational Stress Special groups in organisational counseling.
4. Explain theories Models of leadership behaviour.
(Or)
Explain Handling Procrastination and Perfectionist Behaviours at Workplace.
5. Explain Stages of Groups Impact of Groups on Individual Group Effectiveness.
(Or)
Explain Types and patterns Intergroup Conflicts.

Write a short on the following

5 X 4 = 20 Marks

1. Define Organizational Psychology.
2. Define Organizational socialization .
3. Job Satisfaction.
4. Stress Management
5. Vocational counselling

204 – SPECIAL GROUP COUNSELLING

(Abuse, Addiction, Suicide , Trauma and Counselling)

COURSE OUTCOME:After successful completion of the course, the learner will be able to understand the psychological aspects behind counselling special group individuals (Abuse, Addiction, Suicide , Trauma and Counselling)

Objective: To introduce the students to the theories and counselling strategies used in the context of Abuse, Addiction, Suicide and Disability Counselling.

UNIT 1-

Abuse and Addiction: Clinical characteristics of Addiction, etiology, models of addiction, assessment in addiction.

UNIT 2:

Planning intervention: Counselling in Motivation (Skills). Strategies: Counselling individual and families including children (Skills)

UNIT 3-

Suicide Counselling: Facts about Suicide, Perspective on Suicide, Identifying Suicidal tendencies, Counselling for Suicide Prevention. Trauma Counseling- History and theoretical foundations of Trauma.

UNIT 4:

People in crisis – An overview of the cognitive, affective, behavioral and neurological sequelae associated with trauma, Crisis Intervention: Models for intervention. Assessment and skills building (Case simulation exercises).

UNIT 5:

Disability Counselling: Concept and definition of disability, Concept of impairment, activity, participation, Methods used in Disability Counselling

REFERENCES

Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.

Cloitre, M, et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity

Dana, R.Q & Blevins A , G (2011). Substance Abuse Counselling, 4th edition, Brooks/Cole, Cengage , Belmont, USA.

James, R. K. & Gilliland, B. E., (2013). Crisis Intervention Strategies, 7th Edition. Belmont, CA: Brooks/Cole.

Psychopathology in the aged, Cole, J.O. & Barrett, J.E. (1980). Raven Press: NY

204 – SPECIAL GROUP COUNSELLING
MODEL QUESTIONNAIRE

Max : 70 Marks

Write the following questions

5 X 10 = 50 Marks

1. Discuss models of addiction.
(Or)
Explain Clinical characteristics and etiology of Addiction.
2. Explain strategies to deal with special group families.
(Or)
Discuss Role of motivation skills in planning intervention.
3. Explain History and theoretical foundations of Trauma.
(Or)
Discuss how to do Counselling for Suicide Prevention.
4. Explain neurological sequelae associated with trauma.
(Or)
Explain Models for crisis intervention.
5. Explain Methods used in Disability Counselling.
(Or)
Explain disability and impairment scenarios with case examples.

Write a short on the following,

5 X 4 = 20 Marks

1. Define abuse and addiction.
2. Perspective on suicide .
3. Define trauma and give example.
4. Cognitive factors of trauma
5. Define disability

