School of Social and Behavioural Sciences

PG Diploma in Counselling Psychology

CURRICULUM AND SYLLABUS

2024

PG Diploma in Counselling Psychology

I Semester

Course Code	Course Title	L	T	P	Credits
24CPS101	Fundamentals of Psychology	3	1	0	4
24CPS102	Developmental Psychology	3	1	0	4
24CPS103	Psychopathology & Health Psychology in Counselling	4	1	0	5
24CPS104	Essential Counselling Skills	4	1	0	5
24CPS181	Assessments in Counselling (Practical)	1	0	3	4

Credits   **22**

II Semester

Course Code	Course Title	L	T	P	Credits
24CPS111	Theory & Practice of Counselling	3	1	0	4
24CPS112	Cognitive Behaviour Therapy	3	1	0	4
24CPS113	Special Areas in Counselling	3	1	0	4
24CPS199	Institutional Training	0	0	8	8

Credits   **20**

Post graduate Diploma in Counselling Psychology

PROGRAM OBJECTIVES:

1. To broaden the awareness of developmental issues and challenges and integrating this knowledge into the Counselling.
2. To produce graduates with a well-developed professional identity as counsellors and can appreciate individual differences
3. To demonstrate techniques of Counselling in promoting individual's wellbeing.
4. To integrate their knowledge and philosophy of Counselling psychology with the expectations associated with the professional counsellor's role
5. To develop the relevant competencies and Standards to Practice as Professional counsellors.

PROGRAM OUTCOMES

PO1: To expand the awareness of cultural, racial, and social diversity as individuals in professional and research contexts.

PO2: To develop legally and ethically sound professional competencies in both clinical and research settings.

PO3: To establish community and professional connections that will improve their network of professional contacts.

PO4: Ability to demonstrate a fundamental and systematic understanding of the academic as well as applicable skills and techniques

PO5: Acquire the ability to engage in independent and life-long learning in the broadest context

PO6: Recognizing different value systems including one's own, understanding the moral dimensions of one's decisions, and accepting responsibility for them.

PO7: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary

Program Specific Outcomes:

PSO1: Demonstrate the ability to apply psychological assessment methods and principles to assess mental health in relevant settings.

PSO2: understand the importance of creativity in handling the clients during the Counselling process

PSO3: To provide an opportunity and to extend the knowledge to the world of practice with a goal to promote a mentally healthy society.

24CPS101   **Fundamentals of Psychology**   **3 1 0 4**

Total 60 hrs.

Course Objectives:
1. Identify the various approaches, fields, and subfields of psychology along with their major concepts and important figures
2. Identify Difference between Sensation and perception
3. Comprehend the various types of learning and its differences
4. Understand the process of memory
5. Comprehend the learning theories in bringing about behaviour modification among the clients

Course Outcomes:

COO1. Demonstrate understanding of the impact of multiple contexts on human behavior

COO2. Acquaint students to understand differences in perception thereby exhibiting individual differences

COO3. Realize how principles of learning help in behaviour modification

COO4. Develop a base in cognitive psychology with the help of relevant examples of everyday life.

COO5. Comprehend and analyze situations in real life appropriately and enable others to exercise in the same way.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	1	3	2	-	3	3	1	-
CO2	3	2	-	3	3	1	1	3	1	1
CO3	3	-	-	1	3	-	2	3	2	-
CO4	3	1	2	1	2	2	1	2	1	1
CO5	3	2	3	2	2	3	2	2	-	1

I Unit -Definition of Psychology, Psychology as a science: Methods of psychology, Different schools of Psychology and modern perspectives of psychology - Scope and branches of psychology. Brain and Behaviour. Neurons: Nerve impulse, synapses, neurotransmitters – Introduction to CNS.

II Unit -Sensation and Perception: General Properties of Senses, subliminal stimuli, Selective Attention, Physiological correlates of Attention, Internal influences on Perception- Learning, Set, Motivation and Emotion; External influences on perception- Figure Ground separation, Movement, organization, illusions, Perceptual constancies, Depth perception, Binocular and Monocular depth Perception.

Unit III - Learning: Definition of learning, Theories of learning, Classical conditioning, Operant conditioning, Cognitive Learning, Social Learning. Shaping of behaviour. Remembering &

Forgetting. Memory: Types -STM, LTM – encoding – storing –information processing, TOT, Causes **of forgetting, Amnesia –improving memory.**

Unit IV – Thinking & Motivation -Thinking process, Concepts and categorization, Problem solving and Decision making, Creative Thinking. Motivation and Behavior- Maslow's theory of motivation, biological motivation, social motives, motives to know and to be effective, Frustration and conflicts of motives

Unit V – Intelligence: Nature and definitions – Tests of intelligence - IQ Classification - Recent theory of Multiple Intelligence - Determinants of Intelligence - Assessment of intelligence.

REFERENCES:

1. Introduction To Psychology,Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). 7th Edition. Singapore: Mcgraw- Hill.
2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York
3. Baron, R.A.. (2002) Psychology, 5 th Edition, Prentice Hall, India
4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co
5. Contemporary Psychology and Effective Behaviour. James. C. Coleman.4th edition.Scott Fresman & co.
6. Introduction to Psychology,Arnoff Witting, Mc Graw Hill,1977

24CPS102	Developmental Psychology	3 1 0 4

Total 60 hrs

Course Objectives:
1. Understand Nature –Nurture controversy in developmental psychology
2. Objectively interpret and understand human development
3. Comprehend the differences among various childhood disorders
4. Understand the importance of adolescence in one's life span
5. Comprehend the care expected by old age.

Course Outcomes:

COO1.To Solve the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development throughout the lifespan.

COO2. To apply and understand different childhood problems and becoming aware of pubertal changes and its impact

COO3. To apply and realize that adolescence is the peak of rapid change both physically and emotionally

COO4. To Evaluate how early childhood developmental tasks influence adulthood, marriage, parenthood and old age.

COO5. To understand geriatric issues and to handle them effectively

Skills: To develop the knowledge in the normal development of an individual so that they can tap the area of focus for Counselling

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	2	1	-	2	3	1	1	2	2	2
CO2	3	-	2	-	1	1	3	3	-	2
CO3	3	3	2	1	-	1	2	3	2	3
CO4	3	3	-	2	2	3	1	2	3	3
CO5	2	3	3	2	2	2	-	3	3	3

I Unit – Nature and meaning of development – Heredity and Prenatal Development-Importance of prenatal period – hazards during prenatal period –genetic disorders –infancy-Physical Development-Cognitive Developmen-Social and Emotional Development-speech development-sex role typing – family relationships – personality development – hazards

II Unit –Exceptional children, Definition –gifted children- mentally challenged –childhood disorders – Autism, Dyslexia, ADHD, ADD- Puberty – characteristics – body changes – effects of changes – unhappiness at puberty – hazards of puberty

III Unit – Adolescence: Characteristics, physical changes. Emotionality, interests- sex interest and sex behaviour – secondary sex characteristics – family relationships – personality changes – hazards. Developmental tasks

IV Unit – Adulthood. Characteristics of adulthood, physical, sensory, and psychomotor functioning, health in adulthood, changes in interest in adulthood, social mobility, sex role adjustment, personal and social hazards of adulthood, intellectual development, vocational adjustment, marital adjustment, adjustment to parenthood.

V Unit- Social issues related to aging, relationship with siblings, friends, adult children; family management of elder care, adjustment to retirement, adjustment to single-hood, vocational and family hazards of old age, living arrangements for the elderly; Death: facing death;

REFERENCES:

1. Developmental psychology. A life span approach.5th edition. Elizabeth B.Hurlock. Tata McGraw Hill (1995)
2. Developmental Psychopathology. Weiner Charles. Mc Graw Hill 1994
3. Developmental Psychology. Shaffer, David R. (1993) IV Edition. Brooks / Cole Publishing Company
4. Counselling and Life Span Development. Thomas Murray Sage Pub.1990
5. Autism: Diagnosis and after. Mythily Chari IRIS 2004
6. Aging in Contemporary India. Biswas, S.K. (1987) Calcutta: The Indian Anthropological Society
7. Handbook of Psychology of Aging. Birren, J.E. & Schaie, W. (1996). New York: Academic Press

24CPS103   Psychopathology and Health Psychology in Counselling   4 1 0 5

Total - 75 hrs.

Course Objectives:

1. Understand the various types of mental health disorders
2. To Understand the meaning and sources of health enhancing and compromising behaviour,
3. To educate students on strategies involved in coping with stress
4. To understand the nature and psychological management of terminal illness available to help

Course Outcomes:

COO1.   To acquaint students with various types of psychopathologies

COO2.   To understand and impart the concept of Healthy behaviour

COO3   To avoid indulging in health Compromising behaviour.

COO4.   To support the Terminally ill people

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	1	3	-	1	-	3	2	3
CO2	2	2	1	3	2	-	-	3	2	1
CO3	1	1	-	3	2	1	-	3	2	-
CO4	2	2	1	2	3	1	-	3	2	3

Unit I -Definition of normality and abnormality- psycho pathology, Historical views of abnormal behavior, diff. approaches -Bio psychosocial factors of abnormality –classification- DSM and ICD

Unit II –anxiety disorders – Generalized anxiety disorder - Specific phobia, social phobia, panic disorders with and without Agora phobia, obsessive compulsive disorder; Mood disorders- Major depressive disorder, bipolar disorder-Dysthymia- suicide

Unit III--Somatoform and Dissociative disorders, personality disorders, substance related disorders, , schizophrenia and other psychotic disorders – different types

Unit IV – Definition of Health Psychology —Health Habits – Cognitive Behavioural Approach to Health Behaviour – Health Enhancing Behaviours – Exercise – Accident Prevention – Cancer – Related Health Behaviours – Maintaining Healthy Diet Weight Control – Health Compromising Behaviours

Health & Stress: Concepts of stress – Models of stress – Stressors – Reactions to life stress – Coping behaviour – Task oriented reaction pattern – effect of stress

Unit V-- Stress related disorders: Respiratory, Gastrointestinal, Cardiovascular, Migraine and Genitourinary diseases–Chronic and Terminal Illness **-**   management of Chronic and Terminal Illness – Quality of Life -Emotional Response – Rehabilitation — Health Psychology Trends for the Future

REFERENCES:

1. Abnormal psychology and modern life, James C. Coleman (1976) 5th edition. Scott, Foresman and Company.
2. Developmental Psychopathology, Weiner Charles. Mc Graw Hill .1994
3. An introduction to Health Psychology, 2nd Edition Robert J.Gatchel, Andrew Baum & David S.Krantz, Mc Graw Hill, NY,1989.

4. Shelley F. Taylor (2006): Health Psychology, (6th Ed.) New Delhi; Tata McGraw Hill Publishing Co. Ltd.
5. Edward P. Sarafino (1990): Health Psychology, New York: John Wiley & Sons.

24CPS104   **Essential Counselling Skills**   **3 1 0 4**

Total 60 hrs.

Course Objectives:
1. To understand the theoretical perspectives that underpin core Counselling practice
2. To develop a range of discrete skills including attending, observing, listening, responding accurately and empathically
3. identifying inappropriate and unhelpful practices
4. Opportunity to develop their Counselling skills in a structured and supportive environment.

Course Outcomes:

At the end of the course, the student will be able to

COO1- Do essential interviewing and counselling skills so that the student is able to develop a therapeutic relationship

COO2- able to establish appropriate counselling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship,

COO3-Develop Self-awareness to promote therapeutic relationships and appropriate professional boundaries.

COO4- apply ethical and legal considerations in professional counselling

COO5- Process/communications skills; conceptualization skills; personalization skills; and professional skills.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	-	1	-	3	2	2	1	2	2	-
CO2	-	2	1	3	2	2	2	2	2	-
CO3	-	1	1	1	-	-	-	1	-	2
CO4	1	2	-	3	-	-	1	-	2	1
CO5	1	2	-	3	1	-	2	1	1	1

Unit 1: Basic Communication Skills- Attending and Listening-Micro skills-Body as a vehicle of Communication-Listening to and Understanding Nonverbal Behaviour-Identifying and handling Bias in Listening-Empathy and Probing-three dimensions of communication skills-reasons for becoming good at empathy-some common problems in communicating empathy

Unit 2: Facilitating Clients –Working with filters-establishing working relationship-Blocks to self-disclosure-self exploration-reluctance versus resistance-causes of reluctance and resistance-productive approach to deal with reluctance and resistance-probing missing experiences

Unit 3: Helping clients in focusing and challenging- self- probing for missing experiences- challenging the clients to own their problem as well as opportunities, " The MUM Effect"-a more productive response to challenge-confronting the client-encouraging direct talk.

Unit 4: Creating new thoughts and goals-helping clients construct new scenarios and set goals-The advantages of goal setting-helping clients evaluate their choice of goals-help the clients in committing themselves towards their goals-future centered approach

Unit 5: Strategies for action-importance of creativity-brainstorming as a skill-developing sub goals and strategies to achieve them-force-field analysis-helping the clients to be assertive-Use self-contracts-find social support

REFERENCE:

1. Carl R.Rogers(1995)- On Becoming A Person: A Therapist's View of Psychotherapy, Houghton, Mifflin Company, Boston. New York.
2. Gerald Egan- The Skilled Helper. A Systematic Approach to Effective Helping, Brooks/Cole Publishing Company, California
3. Nelson R Jones ,(2003), Basic Counselling Skills; Sage Publication, London
4. Gerald C. (2001), Case Approach to Counselling Psycology; Brooks/Cole, Australia
5. S. Narayana Rao, 2013- Counselling Psychology. Tata McGraw Hill

24CPS181   Assessments in Psychological Counselling (Practical)   1 0 3 4

Total 60 hrs

Course Objectives:
1. Understand Psychology as Science
2. Understand the notion of empiricism
3. Comprehend psychometric assessment
4. Comprehend individual differences
5. It helps establish facts and theories of a current state and for further future developments.

   Course Outcomes:
   COO1- To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
   COO2- To diagnose and verify the problem of the client
   COO3-The more the student can know about the client's functioning
   COO4- To increase the accuracy of diagnosis
   COO5- Client strengths can be identified and incorporated into Counselling

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	-	3	3	2	3	3	2	3
CO2	3	3	-	1	-	1	1	3	1	-
CO3	-	3	-	2	-	-	-	3	2	-
CO4	-	3	-	3	-	2	2	3	-	1
CO5	2	-	-	3	1	1	-	3	3	3

1. State & Trait Anxiety Scale
2. Kuder Occupational Interest Inventory (KOIS)
3. General Aptitude Test Battery (GATB)
4. Strengths and Difficulties Questionnaire (SDQ)
5. Counseling Self-Estimate Inventory (COSE):
6. Coping Strategies Inventory (CSI)
7. Parenting Stress Index (PSI)
8. Social Interest Scale (SIS)
9. DAS-21
10. Counselling need inventory
11. Resilience Scale
12. Grief & Crises assessment
    (Any 8)

REFERENCES:

1. Freeman, F. S.,(1965), Theory and Practice of Psychological Testing; New Delhi: Oxford &IBTT
2. Goldstein, G., Allen, D. N., & DeLuca, J. (2019). Historical perspectives. In Handbook of psychological assessment (pp. 3-27). Academic Press.
3. Jackson C.,(1998), Understanding Psychological Testing; Jaico Publishing House
4. Guilford J.P.: Psychometric Methods

24CPS111   **Theory & Practice of Counselling**   **3 1 0 4**

                                                    Total   --60 hr

Course Objectives:
1. To expose students to a wide variety of theories in personality and counselling and to apply those approaches to practices in counselling
2. An opportunity to practice those various approaches to counselling in simulated developmental settings and role-playing situations
3. An opportunity for the student to develop a personal theory of counselling, a unique style of counselling.

4. Practice is done within a safe setting to give and receive critical feedback relating to the student's person, mannerisms, style, counselling techniques and effectiveness

Course Outcomes:

COO1: Understand personality theory as it relates to human development and how this understanding enables one to work effectively with clients from a variety of populations

COO2: Demonstrate counselling competence with the counseling theories of Rogers, Adler, cognitive behaviorists (Ellis, Beck), psychodynamic and multicultural theorists (skills)

COO3: Understand the pros and cons of each theory as it relates to multicultural perspectives (knowledge)

COO4: Recognize and practice interventions for issues related to a variety of populations (skills)

COO5: Demonstrate the ability to integrate several theoretical perspectives into a counselling session (skills)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	2	1	3	2	2	-	3	2
CO2	-	2	3	2	3	-	1	-	2	2
CO3	3	3	2	2	3	3	3	-	2	2
CO4	3	3	3	3	3	3	3	2	2	1
CO5	3	3	2	2	3	2	3	1	2	2

Unit 1- Psychoanalytical Therapy Cognitive Theory and therapy – Behavioural Theory and Therapy- Humanistic Theory and Therapy – Logo Therapy – Eysenck's Incubation Theory – Wolpe's Reciprocal Inhibition

Unit 2 - Existential Therapy- Key Concepts - Application: Therapeutic Techniques and Procedures- Existential Therapy from a Multicultural P Unit 3- Person-Centered Therapy - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Person-Centered Expressive Arts Therapy - Motivational Interviewing - Person-Centered Therapy from a Multicultural Perspective erspective- Existential Therapy Applied to the Case

Unit 4 - Behavior Therapy- Application: Therapeutic Techniques and Procedures- Albert Ellis's Rational Emotive Behavior Therapy- Aaron Beck's Cognitive Therapy- Donald Meichenbaum's Cognitive Behavior Modification- Cognitive Behavior Therapy From a Multicultural Perspective

Unit 5 - Reality Therapy - Key Concepts- The Therapeutic Process- Application: Therapeutic Techniques and Procedures- Reality Therapy from a Multicultural Perspective

REFERENCE:

1. Theory and Practice of Counselling & Psychotherapy - GERALD COREY,9th Edition Printed in the United States of America
2. "Counseling and Psychotherapy: Theories and Interventions" by David Capuzzi and Mark D. Stauffer 6th edition, American Counseling Association
3. "Theories of Counseling and Psychotherapy: A Multicultural Perspective" by Allen E. Ivey and Michael D'Andrea 7th edition SAGE Publications
4. "Solution-Focused Brief Therapy: A Handbook of Evidence-Based Practice" by Teri Pichot, Sara A. Smock, and Matthew K. Nock 2nd edition Oxford University Press
5. "Motivational Interviewing: Helping People Change" by William R. Miller and Stephen Rollnick 3rd edition The Guilford Press

24CPS112   **Cognitive Behaviour Therapy**   **3 1 0 4**

Total 60 hrs.

Course Objectives:
1. learn to develop a comprehensive cognitive-behavioral case conceptualization
2. Learn the skills in CBT
3. Evaluate how they can fit CBT skills into their developing therapeutic framework
4. Employ CBT with clients from diverse cultural backgrounds
5. Describe the ways in which CBT is an evidenced-based practice

Course Outcomes:

COO1- Learn the theory and intervention principles of CBT
COO2- Students will describe and apply common CBT interventions and procedures, and explain the rationale for their use.
COO3- Students will formulate a case conceptualization and treatment plan from a CBT perspective
COO4 –Can explain the theoretical tenets and concepts of cognitive-behavioral theory

COO5 - Can handle and modify the automatic negative thoughts

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	-	1	-	3	2	-	2	3	3	3
CO2	2	-	2	3	-	1	1	3	2	3
CO3	2	1	2	3	2	-	2	1	1	3
CO4	2	1	-	2	1	1	-	2	2	3
CO5	-	-	-	1	-	-	1	-	2	3

Unit 1: Cognitive Behavior Therapy: Basic concepts- Cognitive conceptualization, the cognitive model- Schema focused therapy- Identifying automatic thoughts. Identifying core beliefs and emotions-CBT as a five part model-CBT and clients-Benefits of CBT-History and development of CBT

Unit 2: CBT process- Assessment and formulation.- The initial session-how to structure the session-identify the sources of data needed-help clients in identifying automatic thoughts-identify different types of core beliefs-identify intermediate beliefs-ABC analysis in CBT context

Unit 3: Cognitive Behavioural Techniques-Socratic questioning-behavioural experiments-role play-relationship between cognitive and behavioural techniques and problem solving-cognitive and behavioural techniques and making decisions-cognitive refocusing

Unit 4: Modifying Beliefs-modifying maladaptive beliefs-Reframing-emotion regulation techniques-skills training-problem solving-graded task assignments and the staircase analogy-exposure-pie technique-self comparisons

Unit 5: Imagery-inducing positive images-identifying negative images-modifying spontaneous negative images-termination and relapse prevention-self therapy sessions-booster sessions problems in therapy

REFERENCE:

1. Beck, J. (2011).Cognitive Behavior Therapy: Basics and Beyond (2nd ed). NY: The Guilford Press.
2. Graham, P. & Reynolds, S. (2013).Cognitive Behavior Therapy for Children and Families (3rd ed.). London: Cambridge
3. Beck, J. S. (2005). Cognitive therapy for challenging problems: What to do when the basics don't work. Guilford Press.
4. Hayes, S. C., & Hofmann, S. G. (Eds.). (2018). Process-based CBT: The science and core clinical competencies of cognitive-behavioral therapy. Context Press.
5. Leahy, R. L. (Ed.). (2003). Roadblocks in cognitive-behavioral therapy: Transforming challenges into opportunities for change. Guilford Press.

24CPS113   **Special Areas in Counselling**   **3 1 0 4**

Total 60 hrs.

Course Objectives:
1. Identify and comprehend various specialized areas within the counselling field.
2. Acquire practical skills required for effective counselling in specialized areas.
3. Develop cultural competence to work effectively with diverse populations.
4. Apply critical thinking skills to integrate research findings into counselling practice.

Course Outcomes:

At the end of the course, the student will be able to

CO1- Demonstrate an understanding of key concepts and theories in specialized counselling areas.
CO2 - Apply specialized counseling skills in practical scenarios
CO3- Navigate ethical dilemmas and cultural considerations in specialized counselling contexts.
CO4- Critically analyze and incorporate research and evidence-based practices in their counselling approach.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	1	2	-	2	-	2	1	3	3
CO2	3	-	1	-	2	-	2	-	3	3
CO3	1	-	-	2	3	-	2	-	1	2
CO4	3	3	2	-	2	2	-	2	2	-
CO5	2	2	2	2	3	3	2	1	3	3

Unit 1: Introduction to Specialized Counselling - Overview of the course, expectations, and assessment-Definition and scope of specialized counselling - Historical perspectives on specialized counselling

Unit 2: Substance Abuse Counselling - Theories and models in substance abuse counselling - Assessment and intervention strategies - Ethical considerations and cultural competence

Unit 3: Trauma-Informed Counselling - Understanding trauma and its effects - Trauma-informed approaches in counselling - Working with survivors and ethical considerations

Unit 4: Career Counselling- Career development theories- Assessment tools for career counselling- Career counselling interventions and strategies

Unit 5: Child and Adolescent Counselling - Developmental considerations in child and adolescent counselling - Play therapy and creative interventions - Collaboration with families and schools- School counselling

Reference:
1. Corey, G., Schneider Corey, M., & Callanan, P. (2018). Issues and Ethics in Helping Professions (10th ed.). Cengage Learning.
2. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society (9th ed.). Cengage Learning.
3. Capuzzi, D., & Stauffer, M. D. (2016). Career Counseling: Foundations, Perspectives, and Applications (3rd ed.). Pearson.
4. Courtois, C. A., & Ford, J. D. (Eds.). (2013). Treating complex traumatic stress disorders: An evidence-based guide. Guilford Press.

24CPS199   **Institutional Training**   **0 0 8 8**

Total 60 hrs

Course Objectives:
1. To provide genuine experiences in applying Counselling skills, enable to become familiar with actual Counselling practice
2. To provide planned observations and a practical demonstration in the selected fields of which are being analyzed in the class
3. To enable to test and develop a sense of professional discipline to gain self-confidence and feel competent.

Course Outcomes:

At the end of the course, the student will be able to

COO1- develop the capacity to establish and maintain professional relationships
COO2- develop skills in helping, involving the disciplined use of knowledge in thinking about analyzing and understanding professional problems and in the helping process
COO3- learn how to think critically, analytically and evaluative, so that their talent can be developed;
COO4- develop professionalism and professional discipline among the Young Counsellors
COO5- Perform supervised individual and group counseling, crisis intervention, and consultation/outreach

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	1	2	3	2	1	2	2	1	2
CO2	3	2	3	3	2	-	1	3	3	2
CO3	3	3	-	1	2	-	2	-	-	-
CO4	3	1	2	3	2	1	1	3	3	3
CO5	3	-	1	-	2	-	-	1	-	-

Students have to engage in internship program for duration of 160 hours. The goal of the internship is to help the students acquire the skills in Counselling. They have to engage in schools, hospitals, private clinics, NGO's, mental health centers. And have to take cases from differ settings that include – children, adult, adolescent, elderly, and mentally challenges. Field work is where they begin the exciting journey of connecting with clients in a real world context and making a real difference and a positive impact in the lives of others.

- 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
- 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.
- One transcribed verbatim of the session
- A case study