

PG DIPLOMA IN GUIDANCE AND COUNSELLING

(Non-Semester)

(With effect from the academic year 2013-14)

Eligibility for the Course

Candidates for admission to PG Diploma in Guidance and Counselling should possess any Bachelors degree.

Duration of the Course

One year PG Diploma in Guidance and Counselling is a non-semester course for One Year duration

Examination

All the theory papers are of 3 hours duration each for maximum of 100 marks with passing minimum of 50 marks.

QUESTION PATTERN FOR THEORY PAPERS:

All the theory papers are of 3 hours duration each for maximum of 100 marks with passing minimum of 50 marks. Project preparation which include collecting the basic data either through primary or secondary or both – for project work – 60 marks and for viva-voce – 40 marks. Passing Minimum is 50 marks (Project 30 marks and Viva-voce – 20 marks)

QUESTION PATTERN FOR THEORY PAPERS:

Time: 3 Hours

Max: 100 Marks

SECTION – A (10 X 3 = 30 Marks)

Answer any TEN Questions (Out of 12).

SECTION – B (6 X 5 = 30 marks)

Answer any SIX Questions (Out of 8)

SECTION – C (4 X 10 = 40 Marks)

Answer any FOUR questions (Out of 6)

S.No.	Theory & Case Study	Maximum Marks	Minimum Marks
1.	Approaches to counselling therapy	100	50
2.	Educational and vocational guidance and counselling	100	50
3.	Theory and practice of guidance & counselling	100	50
4.	Family Therapy	100	50
5.	Project & Viva – voce	100	50

PAPER I

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-CENTRED THERAPY)

Historical Context of the Humanistic approach - Carl Roger's Contribution - Abraham Maslow's Contribution - Key Concepts and Techniques in the Humanistic Approach - The Counsellor-Client Relationship - Application of the Humanistic Approach - Limitations

Unit 2 BEHAVIOUR THERAPY

Historical Context of the Behaviourist Approach - Behaviour Therapy: Key Concepts and Techniques - The Therapeutic Process - New Directions in Behaviour Therapy - Applications of Behaviour Therapy - Limitations

Unit 3 COGNITIVE BEHAVIOUR THERAPY

Historical Context of Cognitive Behaviour Therapy - Meichenbaums Cognitive Behaviour Modification - Albert Ellis' Contribution: Rational Emotive Therapy - Beck's Contribution

Cognitive Behavioural Therapy, Key Concepts and Techniques - The Therapeutic Process - Applications of Cognitive Behaviour Therapy - Limitations

Unit 4 PSYCHOANALYTIC THERAPY

Historical Context of Psychoanalytical Therapy - Sigmund Freud's Contribution, Erickson's Contribution - Eric Berne's Contribution: Transactional Analysis - Psychoanalytic Therapy:

Key Concepts and Techniques - The Therapeutic Process - Application of Psychoanalytical Therapy - Limitations

Unit 5 STRESS AND STRESS MANAGEMENT

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

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

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

Unit 2 MANAGING THE GUIDANCE SERVICE

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

Unit 3 VOCATIONAL GUIDANCE AND COUNSELLING

- The Nature of Vocational Guidance.- The Need for Vocational Guidance - The Socio-economic and Cultural Context - The Concept of Vocational Development and Factors Contributing to Vocational Development -Theories of Vocational Development- Donald Super's Self-actualization- Ginzberg's Occupational - The Process of Vocational Counselling - Job Analysis and Job Satisfaction -Occupational Information - Sources of Occupational Information - Collection of Occupational Information - Classification and Dissemination

Unit 4 PREPARATION FOR THE WORLD OF WORK

Discovering Individual Abilities/Interests -Studying Occupations and Job Requirements - Training for Interviews -Developing a Work Ethic -Developing Professionalism - The Psychology of Entrepreneurship

Unit 5 TECHNIQUES AND SKILLS IN GUIDANCE

Understanding the Individual -Enabling the Individual to Understand Self -Case Study and Case Conference -Cumulative Records- Anecdotal Record -Interviews

PAPER III

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

Concept and Definition of Guidance and Counselling

Guidance and Life Goals -The Counselling Vocation -The Phases of the Counselling Process (Assessment, Intervention, and Termination) -Characteristics of an Effective Counsellor - Personal challenges as a Counsellor-

Unit 2 STAGES OF HUMAN DEVELOPMENT AND AREAS OF GUIDANCE

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

Unit 4 COUNSELLING SPECIAL GROUPS

Characteristics and Needs of Special Groups - Socially and Economically Disadvantaged - Destitute and Orphans - - Delinquents - Drop-outs - - AIDS Patients - Drug Addicts and Alcoholics - Paedophiles - Homosexuals Identifying Support Networks - Referral Processes

Unit 5 GROUP AND INDIVIDUAL GUIDANCE

Understanding Group Membership and Behaviour in Groups (Group Dynamics) - Characteristics of Group Guidance - Advantages - Planning Group Counselling Sessions

Skills of Group Facilitation (including dealing with conflict)

Characteristics of Individual Guidance - Advantages of Individual Guidance - The Counselling Set-up

PAPER VI

FAMILY THERAPY

Unit 1 FUNDAMENTAL CONCEPTS OF FAMILY THERAPY

Cybernetics – system theory (General systems theory) – Social constructivism

(Constructivism & the social construction theory) – Conclusion 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.

Unit 2 ORIGINS OF FAMILY THERAPY

Origins of Family Therapy - Movements: - Child guidance- Marriage counselling - Sex therapy- Group therapy - Group analysis - Encounter groups -

Unit 3 DEVELOPMENT OF FAMILY THERAPY

Psychodrama - Gestalt therapy

Research traditions - Work groups - Role theory- Schizophrenia- Gregory Bateson

Three organizing themes- Behaviour patterns- Belief and context

Unit - 4 PROCESSES IN FAMILY THERAPY - PHYSICAL CHILD ABUSE -Systematic model of physical child abuse -Family therapy for physical child abuse

DEPRESSION AND ANXIETY

Depression – Anxiety - Systematic model of anxiety and depression - Couples therapy for anxiety and depression

Unit 5 FAMILY STRUCTURE

The Individual Holon - The Spouse Holon -The Parental Holon-The Sibling Holon-Development and change - Couple formation - Families with children - Families with school age and adolescent children - Families with grown children.