

**POST GRADUATE DIPLOMA GUIDANCE & COUNSELLING  
(PGDGC)**

**Department of Clinical Psychology**



**School of Arts, Humanities and Social Sciences**

**CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR**

**PGDGC**

**SYLLABUS**

**Choice Based Credit System (Semester Pattern)**

**To be implemented from Academic Year 2022-2023**

**PROGRAMME STRUCTURE:**

PGDGC is one year programme; divided into two semesters, to be known as odd semester, even semester.

COURSE DURATION	SEMESTER-ODD	SEMESTER-EVEN
One Year	Semester 1	Semester 2

**PROGRAMME STRUCTURE OBJECTIVES:** After completion of the programme the learner would be able to:

- Understand the needs and requirements of Guidance and Counselling.
- Understand different Counselling Approaches and Intervention techniques.
- Exemplify the link between of Guidance and Counselling and Education.
- Discuss Psychopathology and prevention techniques to psychological disorders.
- Explore Psychological Assessment and Appraisal needed in Guidance and Counselling.
- Justify the promotion of Mental Health.
- Summarise different approaches to Career Development.
- Discuss how to deal with diverse populations and special groups.

**Semester-wise Distribution of Course:** The schedule of papers prescribed in both semesters and marks shall be as follows: Distribution of Papers and Marks:

<b>SEMESTER-1</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Category</b>	<b>End Sem. Exam</b>	<b>CIA</b>	<b>Total</b>	<b>Credits</b>
<b>PGDGC 101</b>	Foundations of guidance & counselling	CC	75	25	100	4
<b>PGDGC 102</b>	Counselling Approaches and Intervention	CC	75	25	100	4
<b>PGDGC 103</b>	Guidance & Counselling in School	CC	75	25	100	4
<b>PGDGC 104</b>	Understanding and Prevention of Psychological disorder and Psychopathology	CC	75	25	100	4
<b>PGDGC 105</b>	Practicum based	CC	100	-----	100	4
<b>Total Marks</b>			<b>400</b>	<b>100</b>	<b>500</b>	<b>20</b>

<b>SEMESTER-2</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Category</b>	<b>End Sem. Exam</b>	<b>CIA</b>	<b>Total</b>	<b>Credits</b>
<b>PGDG C-201</b>	Psychological Assessment and Appraisal for guidance and counselling	CC	75	25	100	4
<b>PGDG C-202</b>	Promoting Mental Health and Coping	CC	75	25	100	4
<b>PGDG C- 203</b>	Career development and Counselling	CC	75	25	100	4
<b>PGDG C- 204</b>	Counselling and Special Groups	CC	75	25	100	4
<b>PGDG C- 205</b>	Practicum based	CC	75	25	100	4
<b>PGDG C- 206</b>	*INTERNSHIP		100	-	100	5
<b>Total Marks</b>			<b>500</b>	<b>100</b>	<b>600</b>	<b>45</b>

\* Mandatory internship of 30 days.

\*\* Total Credit of one year = 45

**PAPER I**  
**(PGDGC 101)**

**FOUNDATION OF GUIDANCE AND COUNSELLING**

**Course Outcomes:** The aim of the course is to provide students with an introduction to guidance and counselling. Upon successful completion of the course students are expected to achieve following course outcomes:

<b>C.O.</b>	<b>Course Outcomes</b>	<b>Blooms Taxonomy</b>
CO1	Students will be able to define concept of Guidance and Counselling.	Cognitive – Knowledge, Comprehension
CO2	Discuss ethical approach to Counselling.	Cognitive- Comprehension
CO3	Demonstrate basic Counselling Skills.	Cognitive - Applications
CO4	Students will be able to assess and formulate case history.	Cognitive – Synthesis and Evaluation
CO5	Students will be able to practice different versatile and alternative therapies.	Affective- Respond
CO6	Students will be able to explain and follow Ethics	Affective- Values
CO7	Students will be able to modify Maladaptive Behaviour	Affective- Organization
CO8	Students will be able to develop Characteristics of a good counsellor	Affective - Characterization

**Unit 1: Introduction to Guidance and Counselling:**

- A. Nature and scope of Guidance, Type of Guidance, Principles of Guidance
- B. Meaning and concept of Counselling, Process of Counselling, Characteristics of a good Counsellor.

**Unit 2: Basic Counselling Skills:**

- A. Client Counsellor relationship
- B. Basic Counselling Skills (Communication, Types of Listening, Showing Understanding)
- C. Problem Assessment and Goal Setting in Counselling; History Taking

**Unit 3: Ethical Issues in Counselling:**

- A. Need for Ethical Standards, Ethical codes and Guidelines
- B. The counsellor's ethical and legal responsibilities, Ethical and legal issues in assessment process.

#### **Unit-4: Alternatives Therapies:**

- A.** Yoga: introduction to the philosophy of yoga, Meditation: Mindful Meditation.
- B.** Expressive Therapies: Art therapy, Music therapy, Psychodrama, Poetry therapy, Play therapy, Commonalities in Alternatives therapies.

#### **Recommended Readings:**

1. Bond, Tim.(2010). Standards and ethics for counselling in action, Sage Publications.
2. Gibson, Robert L., & Mitchell, Marine, H.(2012). Introduction to guidance and counselling. Prentice Hall of India, New Delhi.
3. Kinra, Asha K. (2012). Guidance and counselling, Pearson Publications.
4. Nelson- Jones, Richard.(2008). Basic Counselling skills, A Heller's manual, Sage Publications India pvt. Ltd.
5. Rao, S. Narayana and Sahajpal, Prem. (2013). Counselling and guidance, Mc Graw Hill education, New Delhi.
6. Linley, P.A; & Joseph, S. (Eds.) (2004) Positive psychology in practice. New York: Wiley.
7. Peterson, C; & Seligman, M.E.P. (2004) Character strengths and virtues: A handbook & classification. New York: Oxford University Press.
8. Snyder, C.R. & Lopez, S. J. (Eds.) (2002) Handbook of positive psychology. Oxford : Oxford University Press.
9. Seligman, MEP (2002) Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. Free press.

### **PAPER II**

#### **(PGDGC 102)**

#### **COUNSELLING APPROACHES AND INTERVENTIONS**

**Course Outcomes:** The aim of the course is to provide students with an introduction to counselling approaches and interventions. Upon successful completion of the course students are expected to achieve following course outcomes:

<b>C.O.</b>	<b>Course Outcomes</b>	<b>Blooms Taxonomy</b>
CO1	Explain assumptions underlying different approaches to counselling and its relevance to different context.	Cognitive – Comprehension
CO2	Demonstrate different psychological interventions.	Cognitive - Applications

CO3	Assess and formulate intervention with people needing psychological help.	Cognitive – Synthesis and Evaluation
CO4	Practice different psychological interventions based on different approaches to counselling.	Affective- Respond
CO5	Students will be able to follow therapeutic procedures prescribed by each approaches to counselling.	Affective- Values
CO6	Students will be able to modify Maladaptive Behaviour	Affective- Organization

**Unit 1: Phenomenological and Existential Approach:**

- A. Assumptions about psychological distress
- B. Person centred therapy
- C. Gestalt therapy
- D. Existential therapy

**Unit 2: Psychoanalytic Approach:**

- A. Assumptions about psychological distress
- B. Salience of transference and countertransference
- C. Therapeutic Techniques – free association, interpretation, working with resistance, working with transference, working through and interpretation of dreams

**Unit 3: Behavioural and Cognitive Approach:**

- A. Assumptions about psychological distress
- B. Rational Emotive Behaviour Therapy
- C. Self- Instructional Training and Stress inoculation technique
- D. Behavioural techniques based on principles of classical conditioning -Exposure therapies - Systematic desensitisation, in vivo desensitisation, implosion and flooding
- E. Behavioural techniques based on principles of operant conditioning-Self management techniques, Contingency management, assertiveness training
- F. Social Modelling

**Unit 4: Effectiveness of counselling Approach and Other approaches:**

- A. Variables influencing effectiveness of counselling
- B. Reality therapy
- C. Solution focused counselling
- D. Strength based counselling
- E. Brief counselling/Time limited counselling

## Recommended Readings:

1. Corey, G. (2001). *Theory and practice of counseling and psychotherapy* (6th Ed.) Belmont, C.A Brooks / Cole.
2. Culari, S. (1998) (Ed.) *Foundations of clinical psychology* (2nd Ed.) New York: Allyn & Bacon. Goldberg, H. (1983) (Ed.) *Contemporary clinical psychology* (2nd ed.) New York: Brooks/Cole Hersen, M & Sledge, E. (2002) (Ed.) *Encyclopedia of Psychotherapy*. (2 Vols) New York: Academic.
3. Neitzel, M.T; Bernstein, D.A. & Millich, R. (1998) (5th ed) *Introduction to clinical psychology*
4. Dryden, W. & Mytton, J. (1999). *Four Approaches to Counselling and Psychotherapy*. London: Routledge.
5. McLeod, J. (2003). *An Introduction to Counselling*. Berkshire: Open University Press.

### PAPER III

#### GUIDANCE AND COUNSELLING IN SCHOOLS

#### PGDGC 103

**Course Outcomes:** The aim of the course is to develop an understanding of guidance and counselling in school. Upon successful completion of the course students are expected to achieve following course outcomes:

C.O.	Course Outcomes	Blooms Taxonomy
CO1	Develop an understanding of guidance and counselling in education.	Cognitive – Knowledge, Comprehension
CO2	Develop an understanding of Piagetian and Eriksonian developmental stages and their respective developmental tasks/crisis.	Cognitive- Comprehension
CO3	Students will be able to demonstrate guidance based interventions in school and classrooms.	Cognitive - Applications
CO4	Students will be able to assess and formulate appropriate interventions for management of learning disabilities.	Cognitive – Synthesis and Evaluation
CO5	Students will be able to practice guidance activities at elementary level, middle, and senior school level.	Affective- Respond
CO6	Students will be able to follow a sensitive approach towards students' needs at different school levels.	Affective- Values
CO7	Students will be able to modify Maladaptive Behaviour	Affective- Organization

**Unit 1: Guidance and Counselling in Education:**

- A. Approaches to guidance and counselling – crisis, remedial, preventive and developmental approach
- B. Developmental stages and tasks – cognitive development (Jean Piaget) and psychosocial development (Erik Erikson)
- C. Need and principles of guidance in school (Individual and social development)

**Unit 2: Counselling services in School and Classroom:**

- A. Direct services - Individual, Small group and Large group counselling
- B. Indirect services – Peer facilitation programs and projects and consultation, Consultation
- C. Group guidance – Techniques and Activities
- D. School counsellor as facilitator

**Unit 3: Designing Guidance Programme:**

- A. Planning and management of guidance programme
- B. Guidance activities for elementary level (academic, career and psychosocial)
- C. Guidance activities for middle level (academic, career and psychosocial)
- D. Guidance activities for secondary and senior secondary level (academic, career and psychosocial)

**Unit 4: Diagnosis and Assessment in Schools:**

- A. Concept of Aptitude, Interest, Ability and Creativity and the relevance of Assessment of these in school children
- B. Learning disability: Types, Assessment and Diagnosis
- C. Management of learning disabilities

**Recommended Readings:**

1. Sriram, S. (2016). *Counselling in India: Reflections on the Process*. Singapore: Springer.
2. Schmidt, J. J. (2014). *Counselling in Schools: Comprehensive Programs of all students for Responsive Services*. USA: Pearson.
3. Hughes, P. M. (2014). *Guidance and Counselling in Schools: A Response to Change*.

4. Doric, L (1990) Essentials of Educational Psychology, New Delhi: Sterling Polishers Private Limited.
5. Hurlock, Elizabeth: (1973) Child Development New York: Mc Grew Hill Publishing Company.
6. Joutald, S.M. (1980) Healthy personality, New York: Macmillan
7. Kapur, M (1995) Mental Health of Indian Children, New Delhi: Sage Publications.
8. Ketter, M (1981) Consultation and education in mental health problems and prospects. Beverly Hills sage Publications.
9. Sprinthal, N and Sprinthal R.C. (1990): Educational Psychology: A development approach. New York: McGraw hill publishing Company.
10. Worchel, S & Goethals, G.R. (1985) Adjustment: Pathways to personal growth, New Jersey: Prentice Hall.
11. Vashist, S.R. (1993) Perspectives in Educational and vocational Guidance. New Delhi : Anmol Publications (Vol. 1-5)

#### **PAPER-IV**

#### **(PGDGC 104)**

### **UNDERSTANDING AND PREVENTION OF PSYCHOLOGICAL DISORDER AND PSYCHOPATHOLOGY**

**Course Outcomes:** The aim of the course is to develop an understanding of psychopathology. Upon successful completion of the course students are expected to achieve following course outcomes:

<b>C.O.</b>	<b>Course Outcomes</b>	<b>Blooms Taxonomy</b>
CO1	Define concept and perspective of abnormal behavior and psychopathology. Explain different perspectives and models of etiology of various psychopathology	Cognitive – Knowledge, Comprehension
CO2	Discuss various manifestations of psychopathology.	Cognitive-Comprehension
CO3	Discuss skills required for diagnosis of psychological conditions. Demonstrate various skills required for practice.	Cognitive - Applications
CO4	Diagnose various symptom and psychopathology.	Psychomotor learning- Motor Skills



**Unit 1: Perspectives on Abnormal Behaviour:**

- A. Meaning and Definition of Normality and Abnormality
- B. Models for understanding causes of Behaviour dysfunction,
- C. PWD Act-1995, RPWD Act-2016.

**Unit 2: Anxiety Disorders:**

- A. Introduction and Types of anxiety disorder
- B. Causes and Treatment of anxiety disorder.

**Unit 3: Schizophrenia and mood disorders:**

- A. Conceptual orientation
- B. Types
- C. Causes and Treatment.

**Unit 4: Other Behavioral Disorder:**

- A. Substance related disorder: Pattern, Types, Causes and Treatment
- B. Personality disorder

**Recommended Books:**

1. Carson, Butcher and Mineka (2004). *Abnormal psychology and modern life* (11th ed.). Singapore: Pearson Education.
2. Kaplan, H.J. & Sadock, B.J. (2004). *Synopsis of comprehensive textbook of psychiatry*, (Nineth Edition). Baltimore: Williams & Wilkins
3. Emery, R.E., & Oltmanns, T.E. (1999). *Essentials of abnormal psychology*. Prentice Hall.
4. Oltmanns, T.F. & Emery, R.E. (2006). *Abnormal psychology* (5th ed.) Prentice Hall
5. American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders:DSM-5*. American Psychiatric Pub.
6. Barlow, D. H. & Durand, V. M. (1999). *Abnormal psychology: An integrative approach* (2<sup>nd</sup> Ed). Pacific Grove: Brooks/Cole.
7. Buss. A. H. (1999). *Psychopathology*. New York: John Wiley.
8. Butcher, J.N. (2014). *Abnormal Psychology*. New Delhi: Pearson Education
9. Sarason. I. G. & Sarason, B. R. (2006). *Abnormal psychology*. (11<sup>th</sup> Ed). Delhi: Prentice Hall India.

## PAPER V

### PGDGC 201

## PSYCHOLOGICAL ASSESSMENT AND APPRAISAL IN GUIDANCE AND COUNSELLING

**Course Outcomes:** The aim of the course is to provide students with an introduction to psychological assessment in guidance and counselling. Upon successful completion of the course students are expected to achieve following course outcomes:

C.O.	Course Outcomes	Blooms Taxonomy
CO1	The students will be able to define the principals on which framework of the assessment in counselling psychology practice is built.	Cognitive - Knowledge
CO2	Explain basic statistical analysis.	Cognitive-Comprehension
CO3	Explore various types of assessment tools and their administration and develop competence to identify appropriate assessment tools for various client concerns.	Cognitive - Applications
CO4	Students will be able to formulate case history and assess different population.	Cognitive – Synthesis and Evaluation
CO5	Students will be able to measure various areas.	Psychomotor learning- Motor Skills
CO6	Students will be able to practice different psychological assessment tools.	Affective- Respond

### Unit-1: Understanding of Psychological Assessment:

- A. Meaning, Concept and Goal of Psychological Assessment; understanding of Assessment, Measurement, Psychological Test, Evaluation and Appraisal.
- B. Principal of Assessment, Essential Characteristics of Psychological Test.
- C. Types and uses of Psychological Tests

### Unit-2: Tests in Guidance and Counselling:

- A. Assessment of intellectual and cognitive abilities: Attention, memory, intelligence,
- B. Personality Assessment: Projective & Psychometric Test
- C. Neuropsychological assessment: Bender – Gestalt Test, Luria Nebraska Neuropsychological Battery, PGI Battery of Brain Behaviour Dysfunction, AIIMS neuropsychological battery.

### **Unit-3: Qualitative Assessment in Guidance and Counselling:**

- A. The Nature of Qualitative Assessment
- B. Types of Qualitative Techniques: Observation, Interview and Sociometry
- C. Case study method and Case formulation, Mental Status Examination.

### **Unit-4: Basics of Statistical Analysis:**

- A. Problem, Variable, Hypothesis: types and errors, Level of Significance, Degree of freedom, Sampling.
- B. Introduction to statistics: Descriptive Statistics- Measurement of Central Tendency: Mean, Median, Mode, Inferential Statistics: Parametric and Non-Parametric Statistics.

### **Recommended Readings:**

1. Cohen, R.J & Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6<sup>th</sup> Ed.). McGraw-Hill Inc.
2. Gullotta, T.P & Adams,G.R.(2005). Handbook of adolescent behavioral problems: Evidence –based approaches to prevention and treatment. Springer Science Inc.
3. Hersen, M. (2004) Comprehensive handbook of psychological assessment. Volumes I to IV.
4. DiClemente, R.J; Santelli, J.S; Crosby, R.A. (Eds.) (2009). Adolescent health: Understanding and preventing risk behaviors. John Wiley & Sons.
5. Kothari, C. R. (2011). Research Methodology: Methods and Techniques (2nd revised edition). New Age International Publishers, New Delhi
6. Neukrug, E.S; Facwecett, R.C.(2010)Essentials of testing and assessment: A practical Guide for Counselors, Social workers and Psychologists (2<sup>nd</sup> Ed.) Brooks/Coles.
7. Weiver, B (1983). Clinical methods in psychology. New York: Wiley
8. Aron, Arthur; Aron, Elaine N.; Coups, Elliot J. (2006).Statistics for Psychology (4thEdn.).Dorling Kindersley (India) Pvt. Ltd.With Pearson Education Limited.
9. Garrett, Henry E. (2006). Statistics in Psychology and Education (1st Indian reprint). Surjeet Publications, Delhi-7.
10. Mangal, S. K. (2009).Statistics in Psychology and Education (2nd Edition- 10th printing). PHI learning Pvt. Ltd., New Delhi.
11. Singh, A. K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences (5th Edition).Bharati Bhawan: Publishers and Distributors.

## PAPER VI

### PROMOTING MENTAL HEALTH AND COPING

#### PGDGC 202

**Course Outcomes:** The aim of the course is to develop understanding of promoting mental health and coping skills. Upon successful completion of the course students are expected to achieve following course outcomes:

C.O.	Course Outcomes	Blooms Taxonomy
CO1	Describe the concept of mental health as a psychosocial and culturally shaped phenomenon.	Cognitive – Knowledge, Comprehension
CO2	Explain National Mental Health Policy of India 2014 in terms of its vision, goals, issues, and recommendations, and, the Mental Healthcare Act 2017 with its need and relevance.	Cognitive- Comprehension
CO3	Demonstrate strategies for enhancing happiness and subjective wellbeing.	Cognitive - Applications
CO4	Assess and formulate effective coping strategies for stress management.	Cognitive – Synthesis and Evaluation
CO5	Practice positive virtues for enhancing happiness and wellbeing.	Affective- Respond
CO6	Follow a context-sensitive approach towards people suffering from stress related problems.	Affective- Values
CO7	Display empathetic and context-sensitive approach towards people facing issues related to mental health.	Affective - Characterization

#### Unit 1: Introduction to Mental Health:

- A. Approaches to mental health
- B. Mental health related skills
- C. Individual and environmental factors affecting mental health and well being
- D. Programmes for promotion of mental health and well-being

#### Unit 2: Stress and coping skills for adjustment:

- A. Selye's model of stress
- B. Sources and consequences of stress
- C. Coping with stress
- D. Enhancing coping skills for better adjustment
- E. Role of parents and teachers in enhancing coping skills among children and adolescents

### **Unit 3: Managing cultural diversity for adjustment:**

- A. Culture – meaning and characteristics
- B. Cultural influences on adjustment
- C. Managing cultural diversity
- D. Role of culture in counselling

### **Unit 4: Mental health and Positive Psychology:**

- A. Positive psychology: Historical context and Relevance
- B. Happiness and Wellbeing: Concept and Approaches
- C. Strategies for enhancing happiness and subjective wellbeing
- D. National Mental Health Policy of India, 2014 - Vision and goals
- E. National Mental Health Policy of India, 2014 – Issues and Recommendations
- F. The Mental Healthcare Act, 2017

### **Recommended Readings:**

1. Linley, P. A. & Joseph S. (2004). Positive Psychology in Practice. New Jersey: John Wiley & Sons.
2. Special Issue on Positive Psychology (2000). American Psychologist, 55 (1).
3. Snyder, C. R. & Lopez, S. J. (2006) Positive Psychology: The Practical Explorations of Human Strengths. Thousand Oaks: Sage Publications, Inc
4. Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strengths. Hove & New York: Brunner Routledge.
5. New Pathways New Hope: National Mental Health Policy of India (2014). Ministry of Health and Family Welfare, GOI.  
[https://nhm.gov.in/images/pdf/National\\_Health\\_Mental\\_Policy.pdf](https://nhm.gov.in/images/pdf/National_Health_Mental_Policy.pdf)
6. The Mental healthcare Act (2017). Ministry of Law and Justice, India  
<https://egazette.nic.in/WriteReadData/2017/175248.pdf>

## PAPER VII

### CAREER DEVELOPMENT AND COUNSELLING

#### PGDGC 203

**Course Outcomes:** The aim of the course is to provide an understanding of career development in guidance and counselling. Upon successful completion of the course students are expected to achieve following course outcomes:

C.O.	Course Outcomes	Blooms Taxonomy
CO1	Describe concept of career and career development.	Cognitive – Knowledge, Comprehension
CO2	Students will be able to outline various theories of career development	Cognitive – Knowledge, Comprehension
CO3	Demonstrate a gender sensitive approach towards differences in career patterns among men and women	Cognitive - Applications
CO4	Assess and formulate intervention strategies and action plans for career development among women	Cognitive – Synthesis and Evaluation
CO5	Follow the different sources of career information – primary and secondary, international, national, state level and local level.	Affective- Values
CO6	Make action plans keeping cognisance of the individual's psychosocial and cultural context.	Affective- Organization
CO7	Display a socio-centric and context-specific understanding of career development among individuals with a strong desire to contribute to career development among women.	Affective - Characterization

#### Unit 1: Career and Career development – Concept, Meaning and Theories:

- A. Ginzberg et. al's theory of Occupational choice
- B. Holland's Typological theories
- C. Roe's Personality theory
- D. Trait factor theory
- E. Super's Developmental theory
- F. Social Learning theory

#### Unit 2: Career Maturity and Career Patterns:

- A. Career maturity – Concept and Influencing factors
- B. Career maturity – Assessment
- C. Career Patterns – Concept and Influencing factors
- D. Career Patterns - Differences among men and women

### **Unit 3: Career Information: Nature, Dimensions, Sources and Evaluation:**

- A. Importance and Components of career information
- B. Career information at primary, upper primary, secondary and senior secondary stage
- C. Dimensions of career information – nature of work, working conditions, method of entry, earnings, employment trends, educational and individual requirements of the course
- D. Sources of career information - primary and secondary, international, national, state level and local level)
- E. Types of career information – print, audio visual and electronic
- F. Evaluation career information Material – need and criteria

### **Unit 4: Career development and Women:**

- A. Issues in women's career development (sex differences, family & marriage, occupational sex stereotypes and curricular provisions at school
- B. Factors influencing career development in women (awareness, attitude, aspiration and choice)
- C. Theories of career development for women – Hackett and Betz's, Gottfredson's and Astin's theory
- D. Intervention Strategies and Action Plans for Career development among women: Target goals, Target groups (girls & boys, parents and community, employers and Educationists, Target Strategies (sensitisation, policy provisions, orientation and training of responsible stakeholders)

### **Recommended Readings:**

1. Doric, L (1990) Essentials of Educational Psychology, New Delhi: Sterling Polishers Private Limited.
2. Hurlock, Elizabeth: (1973) Child Development New York: Mc Grew Hill Publishing Company.
3. Joutald, S.M. (1980) Healthy personality, New York: Macmillan
4. Kapur, M (1995) Mental Health of Indian Children, New Delhi: Sage Publications.
5. Ketter, M (1981) Consultation and education in mental health problems and prospects. Beverly Hills sage Publications.
6. Sprinthal, N and Sprinthal R.C. (1990): Educational Psychology: A development approach. New York: McGraw hill publishing Company.

7. Worchel, S & Goethals, G.R. (1985) Adjustment: Pathways to personal growth, New Jersey: Prentice Hall.
8. Vashist, S.R. (1993) Perspectives in Educational and vocational Guidance. New Delhi : Anmol Publications (Vol. 1-5)

## **PAPER VIII**

### **PGDGC 204**

#### **COUNSELLING AND SPECIAL GROUPS**

**Course Outcomes:** The aim of the course is to provide students with an understanding of how to deal with special groups. Upon successful completion of the course students are expected to achieve following course outcomes:

<b>C.O</b>	<b>Course Outcomes</b>	<b>Blooms Taxonomy</b>
CO1	Explain theories and counselling strategies used in the context of Abuse, Addiction, Suicide, Disability and various other conditions, which occur frequently during counselling sessions	Cognitive – Knowledge and Comprehension
CO2	Demonstrate basic Counselling Skills for special groups.	Cognitive - Applications
CO3	Modify Maladaptive Behaviour	Affective- Organization
CO4	Students will learn how to deal with family and marital issues.	Affective- Response

#### **Unit 1: Conduct Disorder and Autistic Disorder:**

- A.** Concept, Symptoms & Etiology of Conduct disorder
- B.** Intervention with Conduct disorder
- C.** Characteristics of Autistic Disorders
- D.** Etiology of Autistic Disorders
- E.** Treatment of Autistic Disorders

#### **Unit 2: Intellectual Disability (Mental Retardation):**

- A.** Concept of Intellectual Disability
- B.** Classification of Intellectual Disability
- C.** Etiology of Intellectual Disability
- D.** Prevention and Treatment of Intellectual Disability
- E.** Parent Counselling



### **Unit 3: Counselling Special Groups:**

- A. Characteristics and needs of Special Group
- B. Counselling of Drop -outs, AIDS Patients, Drug Addicts, Family-issues and Marital-issues.
- C. Suicide and Suicide Prevention

### **Unit-4: Introduction to Abuse Counselling:**

- A. Types of Abuse
- B. Theories and Effects of Abuse
- C. Implications for Counsellors

### **Recommended Books:**

1. Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.
2. Dana, R.Q & Blevins A , G (2011). Substance Abuse Counselling, 4th edition, Brooks/Cole, Cengage , Belmont, USA.
3. James, R. K. & Gilliland, B. E., (2013). Crisis Intervention Strategies, 7th Edition. Belmont, CA: Brooks/Cole.
4. Sarason, I.G & Sarason, B.R. (2002). Abnormal psychology: The problem of maladaptive behavior (tenth Ed.) Pearson Education, Inc.
5. 4. Weis, R(2008) Introduction to abnormal child and adolescent psychology. Sage Publications, Inc.
6. 5. Wicks-Nelson, R. & Israel, A.C (2008) Abnormal child and adolescent development (7<sup>th</sup> Ed.) Pearson Prentice Hall
7. Carson, Butcher and Mineka (2004). Abnormal psychology and modern life (11th ed.). Singapore: Pearson Education.
8. Kaplan, H.J. & Sadock, B.J. (2004). Synopsis of comprehensive textbook of psychiatry, (Nineth Edition). Baltimore: Williams & Wilkins

### **Practical for I Semester (Any four):**

- Test for Depression, Anxiety and Depression
- Suicidal Ideation test
- Report writing: bases on history taking and any test
- Case Study
- Analysis of case studies, films and documentaries to discern elements of therapeutic processes fostering patterns of growth and healing.

### **Practical for II Semester (Any Six):**

- Test for Mental retardation screening and Autism
- **Intelligence Test (Any two):**
  - Bhatia battery performance test of intelligence
  - Verbal intelligence test
  - Stanford Binet intelligence test (Indian Adaptation)
  - Malin's Intelligence Scale for Indian Children (MISIC)
- **Personality Tests (any two):**
  - Sack 'Sentence Completion Test (SSCT)
  - 16PF
  - Rorschach Ink Blot Test
  - TAT
- OASIS – 3 Occupational Aptitude Survey and Interest Schedule, 3rd Edition.
- Cognitive Distortions Scale by John Briere
- Creativity Assessment Packet by Frank Williams
- Visit to a school in one's vicinity to identify stages of cognitive development among pupils at different levels of education.
- Visit to school in one's vicinity to identify learning disabilities among children.