

***University of Pune***  
***Post Graduate Diploma in Professional Skills in***  
***Clinical and Counselling Psychology (PGDPSCCP)***  
***Regulations and scheme of studies***  
***2013-14***

***Introduction:***

The Pune University is launching the Post Graduate Diploma course in Clinical and counselling to meet the Professional needs of manpower in the area of career guidance and counselling cells, hospitals and N.G.O's.

People living in the modern world are suffering various psychological problems they are facing various stressful situations and strain. To deal with psychological problems, we need trained counsellors. In the present situation very few trained counselors are working in the field. Students offering counselling psychology at the MA level or in the other Social Sciences do not feel fully equipped to become skilled and professional counselors, In order to meet this need, the Board of Studies in Psychology propose to introduce the Post – Graduate Diploma in Professional Skills in Clinical and Counselling” (PGDPSCCP) affiliated to University of Pune. This diploma will be run by department of Psychology of Pune University or any other college affiliated to Pune University which has running special course of UG/PG in Psychology.

***Objectives:***

**The course is designed to train**

1. Counselors for peoples who are suffering from various Personal Psychological Problems like anxiety, stress, failure, fear etc.
2. Counselor for interpersonal problems at work place and in group situation
3. Counselors for Pre-Marital Counseling, Marital counselling, Family counselling and Old age counselling.
4. Counselling for problems related with behaviour problems, concentration problems, study habit problems, fear of examination in school children.
5. Counselling for problems faced in adolescent age.

### ***Transactional strategies:***

The curriculum transition is conducted utilizing face to face interactions with the faculty; project work, assignments, supervised practical activities in real life situations as well as under simulated conditions using available electronic media and other field study, including educational tours.

### ***Medium of instructions:***

In view of different regional and state languages bilingual policy is followed and medium of instruction is English / Marathi. It is desirable that the applicants have adequate proficiency in reading, writing and speaking the English language.

### ***Admission procedure:***

The college or institute would release an advertisement to news paper for admission. The release of advertisement would be done in May- June for the course commencing from August of the same year. The eligible candidate should be applying for the course on the prescribed admission form of the college or institute.

### ***Eligibility for admission:***

1. Candidate having M.A. in Psychology with specialization in Counselling & Clinical Psychology will be given first preference for admission.
2. M.A. in entire or general Psychology.
3. Master degree in Social work.
4. M.B.A. (H.R.)
5. 2 year experience in counselling with Master Degree.

### ***Selection mode:***

It is based on merit cum interview of the candidate after scrutinizing the application. Form for consideration of merit criteria qualifying examination will be treated as the bench mark.

Eligible candidates in realistic number will be called for interview. For the selection of the candidate 50% weightage will be given for obtained marks in qualifying examination and 50% weightage will be given for appearance in the interview.

***Intake capacity:***

The course is open for 24 candidates.

***Duration of the course:***

The PGDPSCCP Programme commences generally in August and last up generally the end of May at the subsequent year.

***Admission Fees:***

1. Tuition and other fees will be charged as prescribed by the University of Pune.
2. Other dues will be charged as per the norms of the college.

***Attendance Rules:*****Each candidate is required to:**

- i. Attend the Diploma course on full- time basis and not permitted to pursue any other course of study, or undertake any employment during the period of course.
- ii. Minimum attendance as per norms of the university is compulsory for the appearing for examination.

***Rules of conduct:***

- i. The candidates are required to abide by the rules normal to academic course with regard to discipline, punctuality as well as the rules of hostel and mess enforced from time to time.
- ii. A candidate may be asked to discontinue from the course or the hostel because of unsatisfactory progress irregular attendance, undesirable behaviour or on medical grounds.

***Eligibility of Examination:***

The candidate shall be eligible to appear in the session- end examination and viva- voce for the award of the diploma subject to the following conditions.

- i. A minimum 80% attendance in each theory course; and
- ii. Completion of all the supervised practicum

### ***Scheme of studies Evaluation:***

- i. The course comprises of both theory and practicum. Evaluation of both theory and practicum will be made by the panel of examiners. Appointed as per the University norms.
- ii. The theory part consists three theory papers each carrying of 100 marks with 2:3 weightage for internal and external examination.
- iii. The practicum also consists of four components. The entire practicum shall be supervised and evaluated by the faculty members. The internal evaluation will be continuous and comprehensive as detailed in course description.
- iv. The final session end evaluation shall include vivo- voce. Examination covering the entire theory and practicum the final vivo-voce shall be conducted jointly by the course faculty or guide as an internal examiner and external examiner (S) appointed by university as per the norms cited.
- v. Evaluation (i) during the session and (ii) at the end of the session on four courses will be conducted as shown in the table.

### *Proposed Evaluation Scheme*

	<b>Core Courses</b>	<b>Total Instructional hours</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>	<b>Credit</b>
1	Counselling Process, Assessment, Diagnosis & Skills	80	40	60	100	4
2	Clinical and Counselling Therapies	80	40	60	100	4
3	Specific fields of counselling	80	40	60	100	4
4	Practicum <ul style="list-style-type: none"> <li>• Guidance for Practicum &amp; Simulation Technique</li> <li>• Field Work for counselling Cases</li> </ul>	40 40	---	---	---	(8) ---
	<b>Evaluation Practicum</b>					
	i) Report of Cases and group exercise	--	25	50	75	3
	ii) Presentation of Counselling Cases	--	25	25	50	2
	iii) Vivo-voce	--	--	25	25	1
	iv) Analysis of two hypothetical cases	--	--	50	50	2
		<b>320</b>	<b>170</b>	<b>330</b>	<b>500</b>	<b>20</b>

\*\* Internal marks will be given on the basis performance on group discussion active participation in reflective thinking session, practice in schools and correctional institutes, presentation in seminar, practicum record and sessional work & tests.

***Regulations for the award of the Diploma:***

- i. The percentage of marks obtained by the candidates in each theory paper and practicum will be converted in to grade as per the Pune University norms.
- ii. In order to be eligible for the award of the Diploma, it is necessary for candidate to obtain at least grade C (In the range of 40% to 50% marks) in each of the theory papers (Internal + External) and practicum, including viva-voce examination separately.

***Award of Diploma:***

The award of diploma of this course is given under the seal of vice-chancellor of University of Pune.

# *Course Content*

## *Theory Papers*

### **Paper I: Counselling Process, Assessment, Diagnosis and Skills**

*Objectives: After completion of the course the counselor candidate able to*

1. understand the nature and process of counselling
2. understand the personal and professional aspects of counselling
3. understand the testing, assessment and diagnosis in counselling

#### **Part- I**

#### **1. Understanding counselling process 08hrs.**

*1.1 Fundamental precepts of effective counselling.*

*1.2 Characteristics of Effective counselor*

*1.3 Definition and Goals of counselling.*

*1.4 Stages of the counselling process Initial disclosure, in depth Exploration Commitment of action.*

#### **2. Personal and Professional Aspects of counselling 08hrs.**

*2.1 The personality and Background of the counselor*

- i. Negative motivation for becoming a counselor.
- ii. Personal qualities of an effective counselor.
- iii. Maintaining effectiveness as a counselor.

*2.2 Professional Aspects of counselling*

- i. Level of helping.
- ii. Professional helping specialties
- iii. The education of professional counselors

*2.3 Attribution and systematic framework of the counselor.*

- i. Attributes
- ii. Systems of counselling

## ***2.4 Ethics of counselling***

- i. Codes of professional ethics
- ii. Ethical principles: Respect of autonomy, Beneficence, Non-maleficence, Justice, Fidelity.

## **3. Standardized testing for client Assessment 08hrs.**

### ***3.1 Intelligence Tests***

### ***3.2 Aptitude Tests***

### ***3.3 Achievement Tests***

### ***3.4 Personality Tests***

### ***3.5 Interest Inventories***

### ***3.6 Clinical Tests***

## **4. Non –Standardized Techniques for Client Assessment 08hrs.**

### ***4.1 Observation***

### ***4.2 Rating Scale***

### ***4.3 Anecdotal Reports***

### ***4.4 Questionnaires***

### ***4.5 Structural Interview***

### ***4.6 DSM-IV-TR / DSM V***

### ***4.7 Behavioural Assessment***

## **5. Group Assessment and Diagnostic Process 08hrs.**

### ***5.1 Group Assessment***

- i Sociometric Technique
- ii The “Guess Who?” Technique
- iii Social Distance Scale

### ***5.2 Formal & Functional Diagnosis***

- i Diagnosis: Diagnostic models- Medical Developmental, Phenomenological, Behavioural, Systematic
- ii Ethical concerns
- iii Behavioural Diagnosis



## **Part- II**

### **6. Mind Skills in Counselling**

**08hrs.**

#### ***6.1 What are Counselling skills?***

- i Motives for learning counselling skills
- ii Helpers and counselling skills

#### ***6.2 Undertaking your mind***

- i What is mind?
- ii Levels of Mind
- iii Contexts for creating your mind.

#### ***6.3 Mind Skills***

- i Creating Self- talk
- ii Creating visual Images
- iii Creating Rules
- iv Creating Perceptions
- v Creating Explanations
- vi Creating Expectations

### **7. Improving your listening**

**08hrs.**

#### ***7.1 Active Listening skills***

#### ***7.2 Showing that you are listening***

#### ***7.3 Paraphrasing skills***

#### ***7.4 Reflecting feelings skills***

#### **7.5 i ) Small Verbal Rewards**

- ii) Open ended questions
- iii) Listening Mistakes

### **8. Clarifying and Expanding Understanding**

**08hrs.**

#### ***8.1 Questioning Skills***

- i Types of questions
- ii Areas for questions
- iii Interspersing active listening with questions

## ***8.2 Challenging Skills***

- i) How to challenge.

## ***8.3 Feedback Skills***

- i) Observational Feedback
- ii) Experimental Feedback

## ***8.4 Disclosing yourself skills***

- i Showing involvement
- ii Showing personal experiments

## ***8.5 Monitoring Skills***

- i) Monitoring Methods
- ii) How to assist client's monitoring.

## ***8.6 Referral Skills***

- i) How to refer.

# **9. Strategies for Changing Communication and Action 08hrs.**

## ***9.1 Demonstration Skills***

- i Methods of Demonstration
- ii Demonstrator skills

## ***9.2 Rehearsing skills***

## ***9.3 Setting progressive tasks skills***

## ***9.4 Assisting Identification and Use of Supports and Resources***

## ***9.5 Designing, Changing Communication and Action Experiments.***

# **10. Training and Improving Clients Skills 08hrs.**

## ***10.1 Training clients in relaxation***

- i ) Progressive muscular relaxation
- ii) Brief muscular relaxation
- iii) Mental relaxation

## ***10.2 Improving Clients Skills***

- i) Improving Clients self- talk
- ii) Improving Clients Rules
- iii) Improving clients perceptions

## **Paper II: Clinical and Counselling Therapies**

*Objectives: After Completion of the course the counselor candidate would be able to:-*

1. understand basic concepts of various therapies
2. apply various counselling therapies suited to Indian context

### **Part- I**

#### **1. Creating counselling and therapy approaches 08hrs.**

*1.1 Counselling and Psychotherapy*

*1.2 Overview of counselling and therapy approaches*

*1.3 What is a Counselling and therapy theory?*

*1.4 Creating your own theoretical approach*

#### **2. Psychoanalysis Therapy 08hrs.**

i) Freud

ii) Jung

#### **3. Person – Centered therapy 08hrs.**

#### **4. Transactional analysis 08hrs.**

#### **5. Reality Therapy 08hrs.**

### **Part- II**

#### **6. Logo therapy 08hrs**

#### **7. Behaviour therapy: Practice 08hrs.**

#### **8. Cognitive Therapy (REBT, Beck) 08hrs.**

#### **9. Multimodal therapy 08hrs.**

#### **10. Alternative therapies: Music, Aroma, Hypnosis. 08hrs.**

# Paper III: Specific Fields of Counselling

*Objectives: After completion of the course the counselor candidate would for able to:-*

- i. understand the various fields of counselling
- ii. identify and understand the adjustment problems of children with special needs
- iii. identify and understand the psychological problems of adults including use of Psychotherapy

## Part -I

### **1. Counselling Exceptional Children                      10hrs.**

*1.1 Mentally Retarded*

*1.2 Learning Disabled*

*1.3 Emotionally Disturbed*

*1.4 Children with Autism*

*1.5 Children with A.D.H.D*

*1.6 Slow learners*

### **2. Premarital and Marital Counselling                      12hrs.**

*2.1 Essentials of Premarital counselling*

*2.2 Selecting a mate*

*2.3 Marriage Counselling*

i) Marriage and couple Counselling

ii) Interspouse Relationship and Adjustment

iii) Adjustment with Spouse, Sexual Adjustment, economical adjustment, in-law adjustment, adjustment with Parenting

*2.4 Factor in Good Marital Adjustment*

### **3. Family and Old Age Counselling                      10hrs.**

*3.1 Family Counselling*

i) Process of Family Counselling

ii) Family and Systemic therapy

### ***3.2 Old Age Counselling***

- i) Counselling Older Adults

## **4. Career counselling over the life span      12hrs.**

### ***4.1 Importance and scope of career counselling***

### ***4.2 Career information***

### ***4.3 Career Development Theories and Counselling***

- i. Trait and factor theory.
- ii. Development theories
- iii. Social cognitive career theory

### ***4.4 Career Counselling with Diverse Population***

- i. Career Counselling with Children
- ii. Career Counselling with Adolescents
- iii. Career Counselling with College Students
- iv. Career Counselling with Adults

## **Part –II**

## **5. Counselling For Specific Problems      12hrs.**

***i) HIV/AIDS counselling and pre test –post test counselling***

***ii) Suicide and Deliberate self –harm***

***iii) Alcohol Problems***

***iv) Psychosomatic Problems***

***v) Relationship Problems***

***vi) Anger control***

***vii) Bereavement /Grief***

## **6. Counselling for Clinical Problems      12hrs.**

***i) Anxiety & panic***

***ii) Depression***

***iii) Obsessive- Compulsive Disorder***

***iv) Personality Disorder***

***v) Phobias***

*vi) Post- traumatic stress disorder*

*vii) Schizophrenia*

*viii) Sexual dysfunction*

**7. Specialism and Modalities**

**12hrs.**

*1. Assertiveness*

*2. Disabled people*

*3. Managing stress*

*4. Student counselling*

*5. Telephone counselling*

*6. Workplace counselling*

## **Paper IV: Practicum**

The course will focus “Theory practice” integration. In counselling practice session candidate will be assisted to identify the psychological problem of the clients and candidate will try to find out the causes behind this problem, by arranging some counselling sessions of the client. In this direction, the counselling practice session will be integrated with the theory course and start after one month of theory classes. For the purpose of counselling practice session, secondary schools from the city, day care centers, hospitals & NGOs may be treated as experimental sites. Candidate should select at least 10 cases from different areas such as school children counselling, family counselling, Pre-marital counselling, marital counselling for children with special need, personal problems, inter personal problems, clinical cases counselling etc. and two exercise of group counselling. Counselling such as, old age problems, Career guidance, Self-awareness, Study habits, Life coaching skills etc.

### ***Modality***

In the beginning the candidate will practice counselling skills with simulation method in peer group under the supervision of faculty. Each practice session may be video recorded and play back in group for discussion and feedback. Applications of counselling skills in real situation can be reported by the candidate and discussed with the faculty or in peer group for necessary modification.

### ***Submission of report of counselling cases and exercises***

Report of the 10 counselling cases should be neatly typed in the standard format and a bound copy should be submitted. The report should cover the following points.

1. Case history, Genogram of the Client
2. Identification of the problem
3. Psychological Assessment
4. Diagnosis of problem
5. Prognosis

6. Session plan
7. Therapeutic intervention used and its justification
8. Verbatim report of all sessions
9. Summary and Outcomes

### **Group work**

Two exercises should be neatly type of in the standard format and should be included in the bound copy of the report.

### **Evaluation of Practicum:**

**200 Marks**

1. The external examination of practicum will be conducted by one internal and two external examiners appointed by University.
2. Each batch of practicum examination will be consisting of only 08 students.
3. Duration of the examination for each batch will be 4<sup>1/2</sup> hours.
4. Hypothetical cases will be prepared by external examiners and they should consider the specific fields of counselling while preparing hypothetical cases.
5. Assessment of analysis of hypothetical cases will do by external examiners only.
6. Marks for Report writing with group exercises presentation of cases and vivo-voce will be given by internal and external examiners and average marks will be considered as final marks average marks of the candidate.

#### 7. Break-up of marks will be as follows.

i) Report of cases and group exercises:	75
ii) Analysis of two hypothetical cases :	50
iii) Presentation of two best cases:	50
iv) Vivo-voce :	25

Total: 200

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• ***Books for Reading for all above courses :***

1. Beck, A.T. (1976). Cognitive therapy and behavior disorders.
2. Capuzzi, D., & Gross, D.R. (2008). Counselling and Psychotherapy: theories and interventions 4th Edn. Pearson Education: India.
3. Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th ed.). Delhi: Tata McGraw-Hill.
4. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
5. Corey, G. (2008). Theory and practice of group counselling. Thomson Brooks/Cole: Belmont CA: USA.
6. Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood
7. Feltham, C. & Horton, I.E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy* (2nd ed.). London: Sage Publication.
8. Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Banglore: Prism books Pvt.Ltd
9. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pte.Ltd.
- 10 Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.
- 11 Gladding Samuel (2009) *Counselling*, Pearson New Delhi 6<sup>th</sup> Ed.
- 12 Nelson R. Jones (2008). *Basic Counselling Skills, A Helper's Manual*, Sage New Delhi 2<sup>nd</sup> Ed.
- 13 Nelson R. Jones (2000). *Introduction to counselling skills, text and activities*. London: Sage Publication.
- 14 Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.
- 15 Prochaska, J.O., & Norcross, J.C. (2007). *Systems of psychotherapy: a transtheoretical analysis*. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
- 16 Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- 17 Rimm, D.C. & Masters, J.C. (1987). *Behavior therapy: Techniques and empirical findings*. New York: Harcourt, Brace, Jovanich.
- 18 Stewart, I. (2000). *Transactional analysis counseling in action*. London: Sage.

- 19 Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.
- 20 Veereshwar, P. (2002). Indian systems of psychotherapy. Delhi: Kalpaz publications
- 21 Watts, A. W. (1973). Psychotherapy: East and West. London: Penguin books.
- 22 Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. New Delhi: Sage.
23. Koheler J.A. & Shepard DS (2008), Counselling Theories & Practices Cengage Learning, New Delhi.
24. McLeod John (2003), 3<sup>rd</sup> Edi. Open University, Press New York
- 25 Prasantham B.J. (2005) Indian Case Studies in Therapeutic Counselling CCC Vellore, India

