

CIRCULAR :

A reference is invited to the Ordinances, Regulations and Syllabi relating to the Advanced Diploma (Post M.A.) in Counselling Psychology vide pamphlet No.289 and the Head, University Department of Psychology, the Principals of the affiliated colleges in Arts are hereby informed that the recommendation made by the Board of Studies in Psychology at its meeting held on 25th July, 2007 has been accepted by the Academic Council at its meeting held on 10th August, 2007 vide item No.4.8 and subsequently approved by the Management Council at its meeting held on 16th August, 2007 vide item No.53 and that, in accordance therewith, the syllabus for the Part-time Diploma course in Advanced Diploma in Counselling Psychology is as per Appendix and that the same has been brought into force with effect from the academic year 2007-2008.

Further, that in exercise of the powers conferred upon the Management Council under Section 54(1) and Section 55(1) of the Maharashtra Universities Act 1994, the Management Council has made the Ordinance 5723 and Regulations 5769, 5770, 5771 and 5772 including syllabus relating to the Part-time Diploma course in Advanced Diploma in Counselling Psychology is as per Appendix and that the same has been brought into force with effect from the academic year 2007-2008.

Mumbai 400 032
23rd November, 2007

for I/c REGISTRAR.

To,

The Head, University Department of Psychology, the Principals of the affiliated colleges in Arts

A.C.4.8/10.08.07
M.C.53/16.08.07

No.UG/ 470-A of 2007

23rd November, 2007

Copy forwarded with compliments for information to :-

- 1) The Dean of the Faculty of Arts,
- 2) The Chairperson, Board of Studies in Psychology,
- 3) The Officer on Special Duty cum Controller of Examinations, Examination Section.
- 4) The Co-ordinator, University Computerisation Centre, Kalina, Mumbai - 400 098.

for I/c REGISTRAR.

10.8.07.

UNIVERSITY OF MUMBAI



Ordinances, Regulations
and detailed Syllabus
relating to the
Part-time
Diploma Course
in Advanced Diploma in
Counselling Psychology

(with effect from the academic year 2007-2008)

Advanced Diploma in Counselling Psychology

1. Need for the Diploma

Staying in touch with society and ourselves is not only important for our development, but is also a vital need to meet the larger challenges that society is facing today. People living in the modern world are facing various stressors and strains. To meet these challenges, they need professional help which can be adequately provided by trained counseling psychologists having a strong social orientation to lay the foundation of positive mind-sets. Students specialising in Counseling Psychology at the M.A. level need further intensive practical training, especially to understand multicultural aspects of human behavior and problems faced by the society. This Diploma programme therefore aims to equip students with modern trends in counseling psychology, professional skills, and skills in managing clients. The Department of Applied Psychology and Counseling Centre, University of Mumbai started Post-M.A. Advanced Diploma in Counseling Psychology a few years back. The existing full time Advanced Diploma course has been modified and made part-time to accommodate a larger number of students.

2. Objectives of the Diploma

- (i) To make the candidates professional Counselling Psychologists and Practitioners.
- (ii) To train candidates for client management in Psychological therapies.
- (iii) To develop among candidates various counselling skills.
- (iv) To train candidates for different intervention strategies.
- (v) To train candidates in special areas of counselling and career guidance.

O.5723 Eligibility

Candidates having M. A. in Psychology with a minimum of 50% marks for Open category candidates, and M.A. in Psychology with a minimum of 45% marks for Reserved category candidates. Those with specialization in Counselling Psychology at M.A. will be given preference for admission. The reservation policy in admission will be followed as per the Government rules. The candidates deputed by the Government and the non-governmental organizations can also apply, provided they fulfill all the eligibility criteria.

R.5769 Standard of passing

To pass the examination, the candidate must obtain a minimum of 40% marks in each paper. A candidate obtaining 70% or more will be declared to have passed in First class with distinction. Those who obtain between 60% and 70% marks will be declared to have passed in First class. Those who obtain between 50% and 60% marks will be declared to have passed in Second class. If a candidate fails to submit research project and counselling practicum report file on or before the prescribed date, s/he will not be allowed to appear for the examination. The internal marks of candidates who complete their research project and counselling practicum file, but do not appear for the final examination or fail in the examination, will be carried over to maximum one regular + two annual examinations. Maximum three attempts are permitted to pass the Diploma course. The final examination will be conducted annually for regular as well as repeater students. Class improvement is permitted during the same period (Two consecutive annual examinations).

5770
R. Duration

One academic year - 1st July to 31st of March.

6. Timing

Classes will be conducted thrice a week between 6.00 p.m. to 8.00 p.m. Timing for fieldwork placement will depend on the convenience of the placement institutions.

R. 5771 Intake

20 candidates will be admitted for the Diploma. The minimum number of students to run the Diploma course is 10.

8. Admission Procedure

There will be an interview and/or objective-type screening test.

9. Attendance

Attendance is very crucial. All the candidates should maintain at least 80% attendance.

10. Placement

Fieldwork placement facilities will be provided by the department.

R. 5772 Fees

Rs. 25,000 + other fees as charged by the University of Mumbai.

Existing government rules and regulations regarding the fee structure, scholarship/freeship for reserved category candidates will be followed.

12. Syllabus

The Syllabus consists of 4 Papers of 100 marks each.

Out of these, 3 are Theory Papers. The 4th Paper is of Practicals, consisting of Research project and hands-on Practical experience.

The Titles of the Papers are -

Paper I. Counselling and Guidance

Section I: Special areas in Counselling

Section II: Career guidance & Counselling

Paper II. Counselling Skills

Section I: Skills and competencies in counselling

Section II: Skills in Group Counselling

Paper III. Interventions strategies in Counselling

Paper IV. Practicals in Counselling

Syllabi -

Paper I: Counselling and Guidance

(50 Hrs.)

External: 80 marks, Internal: 20 marks

Section I: Special areas in Counselling

1. Counseling children, adolescents and their families: identification of emotionally disturbed, learning disabled, underachievers/ slow learners and exceptional (talented) children. Developmental, preventive and remedial counselling.
2. Human Sexuality: normal development & problems.
3. Substance abuse: Alcohol & other substances – Psychosocial issues and interventions.
4. Mental Health issues of women: Psycho-social problems and counselling.
5. Counselling physically and mentally challenged: Orthopedically handicapped, cerebral palsy, visually handicapped, deaf and mute and mentally retarded, their psychological assessment and psychological, social and vocational rehabilitation counselling.
6. Counseling terminally ill: HIV/ AIDS, cancer. Evaluation and counselling.
7. Counselling the elderly: Psychological assessment and counselling.
8. Workplace Counseling: Workplace issues and the role of counselling at work.
9. Forensic Counseling: counseling for offenders - juveniles and adults.
10. Sports Counseling: Anxiety, attention, confidence building and introduction to the motivational and therapeutic techniques.
11. Counselling socially disadvantaged: Psychological consequences of being socially disadvantaged/deprived and psychosocial interventions.
12. Marital, couple and family Counselling: Pre-marital, Post-marital and sex-related problems and interventions.
13. Attempted suicide: Assessment and interventions.
14. Multicultural Counselling: Socio-Cultural Diversity and Mental Health.

Section II: Career Guidance and Counseling

1. Nature, Scope, definition and presents trends of Career Guidance & Counseling
2. Psychological assessment in career guidance and counselling
3. Individual and group career counseling
4. Career counselling in elementary, middle and high school
5. Career counselling in early and middle adulthood
6. Role of parents in Career development/ Career maturity of children and adolescents
7. Women in Career: current issues and career interventions
8. Dissemination of occupational information: Career Conference, Career Exhibition, Career Meet, Career Talk
9. Multicultural career Counselling: Culture Career Development and Career Counseling
10. Career Counseling to special population: socially disadvantaged, physically Handicapped
11. Work & Mental Health
12. Current social issues and ethical issues in career counselling
13. Occupational information resources in India and Abroad.

References

- 1) Betz, N. E. & Fitzgerald, L. F. (1987). The Career Psychology of Women. Academic Press, New York.
- 2) Bor, R., Ebner-Landy, J., Gill, S., & Brace, C. (2006). Counselling in Schools. Sage publications, New Delhi.
- 3) Bor, R., Miller, R. & Goldman, E. (1993). Theory and Practice of HIV Counselling: A Systematic Approach. Psychology press, Inc. Portland.

- 4) Brown, D. & Brooks, L. (1991) *Career Counseling Techniques*. Allyn and Bacon.
- 5) Carroll, M. (1996). *Workplace Counselling: A systematic Approach to Employee Care*. Sage Publications, New Delhi.
- 6) Clough, P. Pardeck, J. T, & Yuen, F. (eds) (2005). *Handbook of Emotional And Behavioural Difficulties*. New Delhi, Sage Publications.
- 7) Davar, B.V. (2005). *Mental Health of Indian Women: A Feminist Agenda*. Sage publications, New Delhi.
- 8) Drummond, R.J. & Ryan, C.W. (1995) *Career Counselling: a Developmental Approach*. Prentice Hall.
- 9) Firestone, W. (1997). *Suicide and the Inner Voice*. Sage publications, New Delhi.
- 10) Franklin, L. (2005). *An Introduction to Workplace Counselling: A Practitioner's Guide*, Palgrave Macmillan Ltd, United Kingdom.
- 11) Geldard, K. & Geldard, D. (2003) *Counselling Children*, 2nd edition Sage publications. New Delhi.
- 12) Geldard, K. & Geldard, D. (2004). *Counselling Adolescents*. Sage Publications, New Delhi.
- 13) Gothard, B; Mignot, P; Offer, M and Ruff, M. (2001) *Career Guidance in Context*. Sage.
- 14) Greene, L.J. (2006). *Helping Students Fix Problems and Handle Crises*, Sage publications, New Delhi.
- 15) Herr, E. L. & Cramer, S.H. (1987). *Career Guidance Through the Life Span Systematic Approach*. Scott, Foresman and company, London.
- 16) Kapur, M. (1997). *Mental Health in Indian School*, Sage publications, New Delhi.
- 17) Karanath, P. & Rozario, J. (2005). *Learning Disabilities in India: Willing the Mind to Learn*, Sage publications, New Delhi.
- 18) Kirsh, S. (2006). *Children, Adolescents and Media Violence*, Sage publications, New Delhi.
- 19) Knight, B.G. (2006). *Psychotherapy with Older Adults* (3rd Ed), Sage publications, New Delhi.
- 20) Kolstad, R. & Ryan, E.S., "Forensic Intervention Counseling Training for School Personnel", *Scientia Paedagogica Experimentalis*, XXXVI, 1. Universitiet Gent: Belgium, 1999, pgs. 145-149
- 21) Kopala, M. & Keitel, M. (2005). *Handbook of Counselling Women*, Sage publications, New Delhi.
- 22) Kopala, M. & Keitel, M. (eds) (2003). *Handbook of Counselling Women*, Sage publications New
- 23) Kuczynski, L. (2005). *Handbook of Dynamics in Parent- Child Relations*, Sage publications, New Delhi.
- 24) Liar, G.S. (1996). *Counselling the Terminally Ill: Sharing the Journey*, Taylor and Francis group.
- 25) Lines, D. (2006). *Brief Counselling in Schools: Working with Young People from 11 to 18*, Sage publications, New Delhi.
- 26) Milton, S. (1991) *The Family With a Handicapped Child*, Allyn and Bacon.
- 27) Murphy, S.M. (1995) *Sport Psychology Intervention* Champaign: Herman Kinetics.
- 28) Nathan, R. & Hill, L. (2006). *Career Counselling* (2nd Ed), Sage publications, New Delhi.
- 29) O'Leary, C.J. (1999). *Counseling Couples and Families*. . Sage Publications, New Delhi.
- 30) O' Leary, C. J. (2006). *Counselling Couples and Families: A Person-Centered Approach*, Sage publications, New Delhi.

- 31) Paniagna, F.A. (2005). Assessing and Treating Culturally Diverse Clients, Sage publications, New Delhi.
- 32) Perkinson, R.R. (2002) Chemical Dependency Counselling, Sage Publications, New Delhi.
- 33) Perkinson, R.R. (2002) Young Children's Personal, Social and Emotional Development, Sage Publications, New Delhi.
- 34) Sen, A.K. (1982) Mental Retardation. Kripa Psychology Center, Bhelpur.
- 35) Sharry, J. (2006). Counselling Children, Adolescents and Families: A Strengths-Based Approach, Sage publications, New Delhi.
- 36) Velleman, R. (2006). Counselling for Alcohol Problems, Sage publications, New Delhi.
- 37) Wann, D.L. (1997). Sport Psychology, Prentice Hall. New Delhi.
- 38) Ward, T., Laws D.R. & Hudson, S.M. (2006). Sexual Deviance: Issues and Controversies, Sage publications, New Delhi.
- 39) Wickham, R.E & West, J. (2002) Therapeutic Work With Sexually Abused Children. Sage Publications, New Delhi.

Paper II: Counselling Skills

(50 Hrs.)

External: 80 marks, Internal: 20 marks

Section I: Skills and competencies in Counseling

1. Micro skills : Review of basic skills
 - i. Attentive Listening – defining listening, purpose of listening; attending and showing receptiveness; observing body language; sources of interference with effective listening; enhancers and distracters of listening.
 - ii. Opening Communication – the role of questions, types of question, caution while questioning.
 - iii. Understanding Feelings – distinguishing between feeling and thoughts; developing a feeling word vocabulary; understanding the expression of feeling through body language; the importance and strategy of empathetic responding; the art of providing reassurance.
 - iv. Encouraging, Paraphrasing, Summarizing, Use of Silence; Their purpose -the relevance of timing; the strategy to be employed.
2. Advanced Counselling Skills
 - i. Confrontation – observing discrepancies between verbal and body messages, words and actions, self-image and counselor's image, past and present client utterances; guidelines for facilitative confrontation.
 - ii. Self-disclosure – its purpose, the relevance of timing and appropriateness; limits to self-disclosure.
 - iii. Interpretation – its purpose; the relevance of timing and its appropriateness to theoretical Perspective.
 - iv. Focusing on Action – Setting goals, realistic and in relation to theoretical perspective; good assessment; advising – a technique for special cases; facilitating termination.
3. Multicultural Competencies: Self-awareness, understanding culture and diverse people.

Section II: Skills in Group Counselling.

4. Introduction and basic concepts of Group Therapy

- i) Relevance of Group counselling with special reference to the Indian context, criteria for determining the relevance of group v/s individual counselling.
 - ii) Types of groups (Self-help, support and therapist-led); criteria for selection of clients (age, sex, nature of problem, personal make-up), the relevance of intake interviews.
 - iii) Preparing for groups in terms of time, length, physical setting, and focus of the group.
5. Group process and content, observing, recording and dealing with phenomena such as games played, cliques formed etc.
 6. Developing group culture in terms of openness, taking responsibility for self, using "I" statements, providing feedback appropriately, confronting constructively.
 7. Stages of group counselling – initial and opening stages; working stage; termination.
 8. Skill integration and development of personal style
 9. Documenting counselling sessions and therapies.

References

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2. Brownell, J. (2002). *Listening: Attitudes, principles and skills*. (2nd). Boston: Allyn and Bacon.
3. Corey, G. (2000). *Theory and Practice Group counseling*. Australia: Brooks/Cole.
4. Glicklen, M. (2005). *Improving the Effectiveness of the Helping Professions*, Sage publications, New Delhi.
5. Lago, C. & Smith. (Eds)(2003). *Anti-Discriminatory Counselling Practice*, Sage Publications, New Delhi.
6. Mearns, D. & Cooper, M. (2005). *Working at Relational depth in Counselling and Psychotherapy*, Sage publications, New Delhi.
7. Nelson- Jones, R. (2005). *Basic Counselling Skills: A Helpers Manual*, Sage publications, New Delhi.
8. Nelson- Jones, R. (2005). *Essential Counselling and Therapy Skills: Using the Skills Client Model*, Sage publications, New Delhi.
9. Nelson- Jones, R. (2006). *Introduction to Counselling Skills*. (2nd Ed), Sage publications, New Delhi.
10. Nelson-Jones, R. (2001). *Theory and practice of counseling and therapy skills*. 3rd edition. London: Continuum.
11. Norton, K. and Mcgauley, G. (1998) *Counselling Difficult Clients*, Sage Publications, New Delhi.
12. Pope- Davis, D.B., Coleman, H.L.K., Liu, W.M. & Toporek, R.L. (2006). *Handbook of Multicultural Competencies in Counselling and Psychology*, Sage publications, New Delhi.
13. Sue, D.W. (2006). *Multicultural Counselling Competencies: Individual and Organizational Development*, Sage publications, New Delhi.
14. Tudor, K. (1999). *Group Counselling*, Sage Publications, New Delhi.

Paper III. Intervention strategies in Counselling (50 hours)
External: 80 marks, Internal: 20 marks

1. Counselling Children

Psychodynamic approach to child Counselling, Object-relations play therapy
Parent child interaction therapy, Behavioural intervention and social skills training.

2. Counselling with Adolescents and Young Adults

Functional family therapy for at risk adolescents and their family, Multidimensional family prevention for at risk adolescents, Communication in relationship with adolescents.

3. Counselling approaches for Adults

Classical Psychodynamic approach, Brief Psychodynamic Psychotherapy, Logotherapy, Cognitive psychotherapy, Supportive psychotherapy, Client centered approach, Gestalt therapy.

4. Counselling with Families and Couples

Object relations couples therapy, Cognitive therapy with couples, Behavioral couple therapy, Integrative Problem center therapy, Existential therapy.

5. Group Counselling

Psycho-dynamically oriented group Psychotherapy, Rational Emotive Behavioral Group therapy, Group Counselling for career guidance, Transactional analysis, Music Therapy.

6. Multicultural Counselling:

Strategies for Building Multicultural Competence

7. Integrated and Eclectic Systems for Counselling:

Theories of Integrated and Elective Treatment - Maximizing Treatment Effectiveness: Therapeutic Alliance, problems and Diagnosis, Managed Care and Third Party Payers, Treatment Setting, Skills Development, Common Factors in Effective Treatment and Finding one's preferred Clinical Style.

References

1. Beck, J. S. (1995). Cognitive therapy: Basics and beyond. N.Y.: The Guilford Press.
2. Bond, F.W. and Dryden W. (Ed) (2002) Handbook of brief cognitive behaviour therapy. N.Y.: John Wiley and Sons.
3. Constantine, M.G. & Sue, D.W. (2005). Strategies for Building Multicultural Competencies in Mental Health and Educational Settings, John Wiley & Sons, Inc.
4. Corey, G. (1996). Theory and practice of counseling and psychotherapy. California: Brooks/ Cole publishing.
5. Corsini, R. J. (2001). Handbook of innovative therapy. (2nd Edi.). N.Y.: John Wiley.

6. Darnley- Smith, R. & Patey, H.M. (2006). Music Therapy, Sage publications, New Delhi.
7. Edwards, D. (2004). Art Therapy, Sage publications, New Delhi.
8. Hinchcliffe, A. (2005), Children with Cerebral Palsy: A Manual for Therapists, Parents and Community Workers, Sage publications, New Delhi.
9. Kaslow, H. W. (Ed.). (2002). Comprehensive handbook of psychotherapy (Vols. I to IV). John Wiley and Sons.
10. Lago, C. & Smith, B. (2006). Anti- Discriminatory Counselling Practice, Sage publications, New Delhi.
11. Marshall, S. (2004). Difference and Discrimination in Psychotherapy and Counselling, Sage publications, New Delhi.
12. McMullin, R. F. (2000). The new handbook of cognitive therapy techniques. New York:W. W. Norton and Co.
13. Neenan, M.A. & Dryden, W. (2006). Rational Emotive Behaviour Therapy in a Nutshell, Sage publications, New Delhi.
14. Nelson- Jones, R. (2005). Practical Counselling and Helping Skills (2nd Ed), Sage publications, New Delhi.
15. Nichols, M. P. & Schwartz, R. C. (1998). Family therapy: Concepts and methods. (4thEd). Boston: Allyn and Bacon.
16. Novak, G. Pelaez, M.B. (2005). Child and Adolescent Development: A Behavioural Systems Approach, Sage publications, New Delhi.
17. O'Connell, B. (2006). Solution- Focused Therapy (2nd Ed), Sage publications, New Delhi.
18. Palmer, S. & Laungani, P.D. (2006). Counselling in a Multicultural Society, Sage publications, New Delhi.
19. Palmer, S. (2006). Multicultural Counselling, Sage publications, New Delhi.
20. Payne, M. (2006). Narrative Therapy (2nd Ed), Sage publications, New Delhi.
21. Seligman. L. (2001). Systems, strategies, and skills of counseling and psychotherapy. N.J.: Merrill Prentice Hall.
22. Teyber, E. (2006). Interpersonal Process in Therapy: An Integrated Model. Belmont, C.A.: Thomson- Brooks/ Cole.
23. Wickham, E.R. West, J. (2006). Therapeutic Work with Sexually Abused Children, Sage publications, New Delhi.
24. Woldt, A. & Toman, S. (2005). Gestalt Therapy in History, Theory and Practice, Sage publications, New Delhi.

Methods for Course instruction

- 1) Student presentations
- 2) Practice sessions
- 3) Workshops
- 4) Role – Plays
- 5) Audio and video tape recordings
- 6) Lectures

1) Counselling areas: (10 marks)
Students will be placed in various institutions for practical experience. The case studies from the given areas to be carried out and report to be submitted. In all 8 case studies to be conducted from different areas by applying appropriate interventions.

- Appropriate Psychological tests to be selected and administered on clients.
- Case presentation: All the cases have to be presented in class.
- To prepare the file and submit the detailed report for evaluation.

2) Career Counselling: (10 marks)
a) Career guidance for 8th and/ or 9th standard students & their parents.
b) Conduction of at least one career consciousness (career exhibition/ career conference) program after required psychological evaluation and use appropriate intervention. Prepare group profile (with at least 8 students in a group)
c) Writing detailed report & submit it for evaluation.
d) Case presentation: All cases to be presented in class.

3. Research project: (10 marks)
Candidates are required to select appropriate research topic to carry out a research project.

References

1. Manuals of respective psychological tests.
2. Palmer, S. & McMahon, G. (1997). Client Assessment, Sage publications, New Delhi.

Scheme of assessment

1. Theory papers

Internal assessment 20 marks, Final examination 80 marks

Internal Assessment: 20 marks

Every respective teacher will submit internal marks out of 20 to the Course Coordinator after completion of their allotted teaching for each student, for their overall performance in the classroom. It will be averaged at the end of the year for computing Internal Assessment marks out of 20.

2. Practicals Paper: Internal assessment 30 marks, Final examination 70 marks

Break up of internal marks for practicum paper -

10 marks for casework on field

10 marks for career counseling cases

10 marks for research project.

The respective supervisors are required to provide these marks for overall performance of the student on or before the prescribed date to the Coordinator.

External assessment - Theory papers

Final examination for 80 marks will be conducted. Duration – 3 hours

Question Paper pattern for Papers with Two Sections (Papers I and II)
Section I: 40 Marks

Four Long questions for 10 marks each. Attempt any Three. (30 marks)
Compulsory question of Short notes. Attempt any two short notes out of three. (10 marks)
Section II: 40 Marks
Four Long questions for 10 marks each. Attempt any Three. (30 marks)
Compulsory question of Short notes. Attempt any two short notes out of three. (10 marks)

Question Paper pattern for Paper III (without Sections)
Four Long questions for 20 marks each. Attempt any Three. (60 marks)
Compulsory question of Short notes. Attempt any four short notes out of six. (20 marks)

Note: Two topics can be combined for Long questions. In paper-setting, care will be taken to assess and evaluate the content, skills, insight and applications.
Short notes should be set on the topics that are not covered in the Long questions.

Practicals - Paper IV

In the Final Practicals examination, two simulated cases will be provided. Students have to write a report and appear for viva-voice examination.

Report writing = 30 marks.

Viva = 40 marks, to be conducted by internal and external examiners.

Duration – 3 hours.
