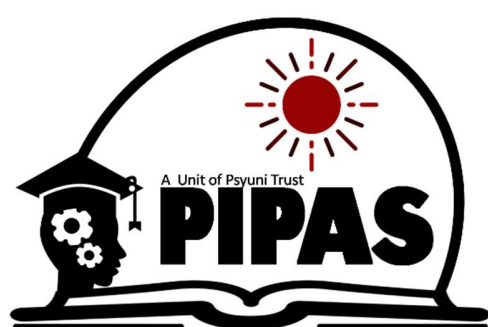


Program Brochure

2023-2024



PSYUNI INSTITUTE OF PSYCHOLOGY AND ALLIED SCIENCES

(A Initiative of Psyuni Trust)

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Dear Learners

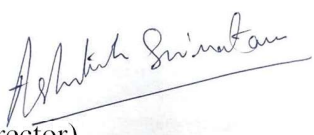
The Psyuni Institute of Psychology & Allied Sciences (PIPAS) is a non-profit autonomous institution that undertakes studies in various aspects of human psychology & behavior. It is established to build the corpus of research, analysis, and policy recommendations, and make contributions in a range of areas such as health, education, mental well-being.

PIPAS is guided by the underlying philosophy that the basic purpose of education is to create an enabling environment for people to develop their full potential, lead productive lives, exercise their choices, and participate in decision-making processes. Using the tools of intellectual inquiry, the Institute aspires to integrate quantitative and qualitative analyses with micro and macro-level policy initiatives towards restructuring the framework of governance for greater empowerment of the people. In a country like ours, what we lack is quality education. Education that is not limited to reading books and writing exams rather it is rooted deep in experiences of people. The aim of education is to help people gain wisdom that contributes towards building this world a better place to live. We have taken great care while designing the courses that proper emphasis is given to theoretical as well as practical field-based knowledge.

Our curriculum embodies lectures from experts of fields and field practical under the supervision of renowned professionals. We ensure that the students get ample opportunities and guidance to learn the skills during the course. We hope this new field-based training approach shall contribute to the growth of the students.

Please find time to go through this information booklet carefully which will answer most of the doubts a prospective candidate would have before decided to join PIPAS.

With best wishes


(Director)

Our Mission

To promote the independence, productivity and inclusion of people and their families throughout the life span.

- interdisciplinary education
- research and development
- information sharing
- advocacy and outreach

Our Vision

We are working toward a time when all persons in need have the necessary supports and services to live independent and contributing lives in the communities of their choice. Our vision for the future starts with the last person of the society and his family.

- Children and youth must be provided inclusive education experiences that help them prepare for the world they will face in adulthood.
- Educational programs must effectively address the long-term problems through prevention and intervention.
- The rights of people are honoured, respected, and protected in all areas of their lives.
- We will work actively to ensure that students who plan their future in human development related work will have access to interdisciplinary, research-based training experiences involving direct learning from people.
- PIPAS will promote and conduct research, development, and model demonstration efforts to continually improve state-of-the-art best practices and services.
- We will act as an accessible information resource, actively sharing our knowledge of resources and best practices with those who administer services and supports and those they serve.
- PIPAS staff will provide outreach services and consultation to agency staff to identify and resolve the challenges involved in promoting and achieving independence, productivity, and inclusion of people and their families throughout life.
- We will continue to work in conjunction with families and consumers, advocating for needed resources and services at all levels.
- PIPAS will remain proactive and progressive as we garner the resources that support our vision and expand the relationships that help us serve as a leader in critical areas of need.
- PIPAS will maintain an on-campus presence in a fully accessible facility that is convenient and comfortable for agency personnel and consumers to utilize as a resource for training and information sharing.

- We will seek the best available technology to ensure the optimal use of our resources and opportunities to model our successful use of technology to others.

Our principles

The following principles guide all our interactions:

- We convey esteem and respect for all individuals.
- We promote individual growth, learning, choices and self-advocacy.
- We advocate for supports and full access in education, work, recreation and relationships throughout a person's community.
- We foster creativity, flexibility and collaboration.
- We cultivate both individual and organizational learning.
- We champion open and responsive communication.

Objective

The course aims to train in-service teachers, teacher educators, and untrained guidance personnel as counselors/teacher counselors to guide and counsel students in school and other related settings.

Application Procedure

Candidates can apply by following the Institute's Admissions Policy which requires applications to be made in writing by submitting a Course Application Form along with an A4 page detailing their reasons for wishing to attend the course. A personal interview will be required prior to being offered the course. Candidates will need to show they have the basic qualities and potential that would enable them to become a responsible and capable counsellor. They will also need to demonstrate interpersonal skills and a willingness to participate in the experiential work of the group.

At the application process, candidates who are offered the course will be required to complete a Learning Support Form, to identify any special learning needs they may have. PIPAS can then determine whether appropriate and sufficient reasonable adjustments can be provided to create a suitably supportive learning environment, without which the offer may need to be withdrawn.

Important Dates

Last date for application – **20th October 2023**

Entrance exam – **22nd October 2023**

Final Admission – **28th October 2023**

Commencement of course – **1st November 2023**

Certificate of Practice in Counselling Psychology (CoPCP)

Increasingly individuals are becoming aware of the needs for counselling and its positive benefits. Counselling, at its best, can help an individual to change the course of their life. That is why, here at PIPAS we not only believe that it is crucial to offer the best training, but also that in the process of training, students become more aware of their strengths, weaknesses, and past problems.

An enjoyable and creative atmosphere facilitates the experiential learning among students. PIPAS focuses more on out-of-the-class room study. The core model of this course is integrative. The holistic approach of the course emphasizes the need for the integration of thinking, feeling and behaviour together with awareness of the social and cultural contexts of counselling and its implementation in response to ground situations. An emphasis on the therapeutic relationship and empowerment of the client are always seen as core to the process of therapeutic change and we encourage our students to develop their own style of counselling within the core integrative model being offered.

During course, students are introduced to Counselling Skills during which they study the humanistic approach from both a theory and skills perspective students go on to explore and integrate other existential models and by developing an increasing understanding of a range of other theoretical approaches, theories and therapeutic practice, they are led towards developing their own integrated approach wherein humanistic interventions are progressively informed by a growing understanding of counselling theory and the process of counselling itself. Throughout the course, the student will experience the process of counselling, both as a counsellor and as a client and having undertaken an extensive practical placement working with clients, the student can become a fully equipped counsellor by attaining a CPCR.

During the training period, students will have a rich learning experience as they will be taught by different tutors all of whom are qualified counselors practicing in a variety of therapeutic approaches. The course is mostly experiential; taught in a creative, challenging, and interactive way throughout. The teaching team considers professional practice to be a key component of counselling training and to be the future success of all qualified counselors. Emphasis is also placed on students assuming self-responsibility in their general approach to their learning experience and meeting coursework requirements.

The course places emphasis on health and healing practices derived from various philosophical and cultural traditions, use of spirituality in counselling, human values in cross-cultural perspectives and new approaches to psychological assessment.

Duration and Phasing

The course is for a period of Eleven Months year, spread over three phases as given below:

- Phase I Guided Self-learning 3 months (Part time)
- Phase II Intensive Practicum 2 months (Face-to-Face/Video Conferencing)
- Phase III Internship 6 months (in Hometown)

Medium of Instruction

The medium of instruction for the course is English. Therefore, proficiency in written and spoken English will be required.

Course Fee

Course fee to be paid by different categories of candidates before commencement of the course is:

Category

Application Fees

Indians & South Asian Candidates

Candidates from Rest of the World

Course Fee

INR 500

INR 3500/ Month

USD 100/ Month

Total Seats

10 Seats

Minimum Qualification

Graduation from a recognized College or University

Desirable Qualification required.

- Post Graduation in Psychology and / or
- Graduation in any discipline and B.Ed.

Syllabus

PAPER I: THEORY AND PRACTICE OF COUNSELLING

Unit 1 Nature and Scope of Counselling

1. Concept and Definition of Counselling
1. Guidance and Life Goals
2. The Counselling Vocation
3. The Phases of the Counselling Process (Assessment, Intervention, and Termination)
4. Characteristics of an Effective Counsellor
5. Personal challenges as a Counsellor

Unit 2 Stages of Human Development and Areas of Guidance

1. Characteristics of Different Stages of Development (Physical, Cognitive, Emotional, Social, and Moral)
2. Problems of Childhood
3. Problems of Adolescence
4. Problems of Adulthood and the Aged
5. The Concept of Adjustment and Adjustment at Different Stages of Life

Unit 3 Group and Individual Counselling

1. Understanding Group Membership and Behaviour in Groups (Group Dynamics)
2. Characteristics of Group Guidance
3. Advantages of Group Guidance
4. Planning Group Counselling Sessions
5. Skills of Group Facilitation (including dealing with conflict)
6. Characteristics of Individual Guidance
7. Advantages of Individual Guidance
8. The Counselling Set-up

Unit 4 Fundamental Counselling Skills

1. The Client-Counsellor Relationship
2. The Counsellor as a Role Model
3. The Counsellors' Needs

4. Counsellor Objectivity/Subjectivity
5. Emotional Involvement
6. Counsellor Limits in Practice
7. Basic Counselling Skills
 - Observation Skills
 - Questioning
 - Communication Skills (Listening, Feedback, Non-Verbal)
 - Reflections
 - Summarizing
8. Advance Counselling Skills

Unit 5 Psychological Assessment in Counselling

1. Need for Psychological Tests and Uses of Tests
2. Characteristics of a Good Psychological Test
3. Different Types of Tests
 - Intelligence Tests and their Interpretation
 - Achievement and Aptitude Tests
 - Personality Inventories, Interest Inventories, Projective Techniques
4. Testing Procedure, Scoring, Recording, Reporting Test Interpretations in Counselling
5. Limitations of Psychological Tests
6. The Counselling Interview
 - History Taking
 - Interviewing (Characteristics, Types, Techniques)
7. Developing Case Histories
 - Collecting, Documenting Information
 - Working with Other Professionals

Unit 6 Ethics in Counselling

1. Need for Ethical Standards
2. Ethical Codes and Guidelines
 - Rights of Clients
 - Dimensions of Confidentiality
3. Dual Relationships in Counselling Practices
4. The counsellor's Ethical and Legal Responsibilities
5. Ethical Issues in the Assessment Process

PAPER II EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING

Unit 1 Educational Guidance and Counselling

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

Unit 2 Managing the Guidance Service

1. Setting up of an Educational Cell/Unit
2. Monitoring and Evaluation of a Comprehensive Guidance Program in Educational Settings.
3. Networking with Community Agencies.

Unit 3 Vocational Guidance and Counselling

1. The Nature of Vocational Guidance.
2. The Need for Vocational Guidance. The Socio-economic and Cultural Context
3. The Concept of Vocational Development and Factors Contributing to Vocational Development
4. The Process of Vocational Counselling
5. Job Analysis and Job Satisfaction
6. Occupational Information
 - Sources of Occupational Information
 - Collection of Occupational Information
 - Classification and Dissemination

Unit 4 Preparation for the World of Work

1. Discovering Individual Abilities/Interests
2. Studying Occupations and Job Requirements
3. Training for Interviews
4. Developing a Work Ethic
5. Developing Professionalism
6. The Psychology of Entrepreneurship

PAPER III - COUNSELLING SENARIO

Unit 1 Mental Health

1. Mental status examination
2. Symptoms
3. Types
4. Cause and Management of Panic Attack
5. Generalized anxiety disorders
6. Phobia
7. OCD
8. Stress and Adjustment disorders
9. Depression

Unit 2 Suicide

1. Facts about Suicide
2. Perspective on Suicide
3. Identifying Suicidal tendencies
4. Suicide Prevention

Unit 3 Exceptionality: Types and Problems

1. Nature of Exceptionality
2. Intellectual Exceptionality: Intellectual Superiority and Mental Retardation
3. Sensory Handicaps: Visual, Aural, Motor and Speech Handicaps
4. Family and Personal Problems of the Exceptional
5. Care and Education of the Exceptional
6. Learning Disabilities, Mental Retardation and Autistic Disorder
 - Aetiology of Learning Disabilities
 - Intervention with Learning Disabilities
 - The Concept of Mental Retardation

- Classification of Mental Retardation
- Aetiology of Mental Retardation
- Prevention and Treatment of Mental Retardation
- Characteristics of Autistic Disorders
- Aetiology of Autistic Disorders
- Treatment of Autistic Disorders

Unit 4 Counselling for Special Needs

1. Characteristics and Needs of Special Groups
 - Socially and Economically Disadvantaged
 - Destitute and Orphans
 - Delinquents
 - Drop-outs.
 - HIV/AIDS Patients
 - Drug Addicts and Alcoholics
 - LGBT
 - Behavioural Addiction (TV, Mobile, Internet, etc).
2. Identifying Support Networks
3. Referral Processes

Unit 5 Trauma & Abuse Counselling

1. Types of Abuse
2. Causal Theories of Abuse
3. Effects of Abuse
4. Statutory Requirements
5. Implications for Counselors
6. Support Networks
7. Referral Processes

Unit 6 Health Counselling

1. Introduction to Health Counselling
2. Biology of stress reactions
3. Chronic Pain-- include gate control theory, acute v. chronic pain, self-management of pain, CBT model, therapy.
4. Cancer -- include smoking cessation.
5. Cardiovascular Disease -- include hypertension, Type A, depression, lifestyle.
6. Diabetes and Asthma -- include issues of compliance.
7. Gastrointestinal Disorders -- Crohn's, IBS, GI reflux

8. Transplants / Accidents
9. Psychosomatic illnesses

PAPER IV: APPROACHES TO COUNSELLING THERAPY

Unit 1 Humanistic Approach (Person-Centred Therapy)

1. Key Concepts and Techniques in the Humanistic Approach
2. The Counsellor-Client Relationship
3. Application of the Humanistic Approach
4. Limitations

Unit 2 Behaviour Therapy

1. Behaviour Therapy: Key Concepts and Techniques
2. The Therapeutic Process
3. New Directions in Behaviour Therapy
4. Applications of Behaviors Therapy
5. Limitations

Unit 3 Cognitive Behaviour Therapy

1. Cognitive Behavioral Therapy, Key Concepts and Techniques
2. The Therapeutic Process
3. Applications of Cognitive Behaviour Therapy
4. Limitations

Unit 4 Gestalt Therapy

1. Gestalt Therapy: Key Concepts and Techniques
2. The Therapeutic Process
3. Applications of Gestalt Therapy
4. Limitations

Unit 5 Psychoanalytic Therapies

1. Psychoanalytic Therapy: Key Concepts and Techniques
2. The Therapeutic Process
3. Application of Psychoanalytical Therapy
4. Limitations

Unit 6 Stress Management

1. Identifying Causal Factors and their Effects in Counselling Interviews
2. Evaluation of Case Information for Remediation or Referral
3. The Coping Process
4. Types of Coping Strategies
5. Stress Management through Yoga and Transcendental Meditation

Unit 7 Positive Psychotherapies

1. Enhancing happiness and pleasure
2. Engagement and meaning making.
3. Identifying and developing character strength and virtues
4. Therapeutic use of Positive Psychology Principles

PAPER V - DEVELOPING AN ECLECTIC APPROACH TO COUNSELLING

This component will consist of supervised internship training. This will help the counsellor delve into the personal experiences of the trainee counselees and have them determine suitable coping mechanisms to deal with their own problem; dealing with different areas of counselling needs; synthesis of the various approaches selecting the appropriate approach in different counselling situations. Through this exercise the student will-

- Work towards identifying their own theoretical frameworks.
- Learn how to make recommendations, formulate a counselling plan and establish a contract.
- Be expected to choose a particular area e.g., Schools, Colleges, NGOs where they would like to work and will do counselling. Every week they will present,
 1. A taped session to the supervision group of which they are a part to discuss the counselling plan they are using, their own efficacy as revealed on the tape and their clients' responses to them,
 2. Their own difficulties with the client, as well as their own issues of transference and other personal issues that get triggered off in relation to client's issues,
 3. One transcribed verbatim of the session,
 4. A case study,
 5. A paper that describes their own personal orientation to counselling,
 6. A report of the test Administered.

Certificate in Child Psychology (CCP)

Child psychology is one of the most important branches of applied psychology. Human nature is complex phenomenon. Every human being faces ever-new problems and decisions as he goes through the life. Hence it is essential to know and understand human behaviour from the very beginning of life. To know this, we must understand an individual as a child. We must study child psychology. Almost no area of life is untouched by our growing understanding of children. Ideas about child behaviour and the way they develop are important to parents, educators, and policymakers—to virtually everyone concerned with the future and wellbeing of society. The study of child psychology is also important in many other disciplines (like medicine, nursing, education, and social work).

That is why, here at Psyuni Institute of Psychology & Allied Sciences we not only believe that it is crucial to understand basic concepts and theoretical principles of child psychology, but also learn and understand concrete applications and illustrations of the theoretical principles by field training. In the process of training, the students become more aware of individual child they will meet every day and learn practical implications of their theoretical knowledge.

An enjoyable and creative atmosphere facilitates the experiential learning among students. Child Psychology focuses more on out-of-the-classroom study. The core model of this course is integrative. The holistic approach of the course emphasizes the need for the integration of all aspects of child development, including the awareness and changes in children's cognitive, social, and physical development, and to understand and support children experiencing delays in their development. An emphasis on the therapeutic relationship and empowerment of the client are always seen as core to the process of therapeutic change and we encourage our students to develop their own style of counselling within the core integrative model being offered.

During course, students are introduced to counselling skills especially for child. They will learn how to therapeutically work with children and teenagers. During the training period, students will have a rich learning experience as they will be taught by different tutors all of whom are qualified counsellors practicing in a variety of therapeutic approaches. The course is mostly experiential; taught in a creative, challenging, and interactive way throughout. The teaching team considers professional practice to be a key component of counselling training and to be the future success of all qualified counsellors. Emphasis is also placed on students assuming self-responsibility in their general approach to their learning experience and meeting coursework requirements.

Duration and Phasing

The course is for a period of Three Months year, spread over three phases as given below:

- Phase I Guided Self-learning 1 months (Part time)
- Phase II Intensive Practicum 1 months (Face-to-Face/Video Conferencing)
- Phase III Internship 1 months (in Hometown)

Medium of Instruction

The medium of instruction for the course is English. Therefore, proficiency in written and spoken English will be required.

Course Fee

Course fee to be paid by different categories of candidates before commencement of the course is:

Category

Category

Application Fees

Indians & South Asian Candidates

Candidates from Rest of the World

Course Fee

Course Fee

INR 500

INR 3500/ Month

USD 100/ Month

Total Seats

15 Seats

Minimum Qualification

Graduation from a recognized College or University

Desirable Qualification required.

- Any Graduate

Syllabus

Unit - 1 Mental health and illness:

- Mental health care – past and present
- Stigma and attitude towards mental illness
- Concept of mental health and illness
- Perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness.

Unit - 2 Self and relationships

- Self-concept, self-image, self-perception and self-regulations in mental health and illness
- Learned helplessness and attribution.
- Social skill model
- Interpersonal and communication models of mental illness
- Stress diathesis model, resilience, coping and social support.

Unit - 3 Family influences

- Early deprivation and trauma, neglect, and abuse
- Attachment, separation
- Parenting styles
- Marital discord and divorce
- Maladaptive peer relationships
- Communication style
- Family burden, emotional adaptation, expressed emotions and relapse.

Unit - 4 Societal influences

- Discrimination in race, gender, and ethnicity
- Social class and structure, poverty, and unemployment
- Prejudice, social change, and uncertainty
- Crime and delinquency
- Social tension & violence
- Urban stressors, torture, culture shock, migration
- Religion & gender related issues with reference to India.
- Work Pressure and work life balance.

Unit - 5 Psychoeducation (therapeutic education):

- Information and emotional support for family members and caregivers
- Models of therapeutic education
- Family counselling for a collaborative effort towards recovery
- Relapse-prevention and successful rehabilitation about various debilitating mental disorders.

Unit - 6 Oncology

- Psychosocial issues associated with cancer - quality of life,
- Denial, grief reaction to bodily changes
- Fear of treatment
- Side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family.

Certificate in Career Counselling

Increasingly individuals are becoming aware of the needs for counselling and its positive benefits. Counselling, at its best, can help an individual to change the course of their life. That is why, here at PIPAS we not only believe that it is crucial to offer the best training, but also that in the process of training, students become more aware of their strengths, weaknesses, and past problems.

An enjoyable and creative atmosphere facilitates the experiential learning among students. PIPAS focuses more on out-of-the-class room study. The core model of this course is integrative. The holistic approach of the course emphasizes the need for the integration of thinking, feeling and behaviour together with awareness of the social and cultural contexts of counselling and its implementation in response to ground situations. An emphasis on the therapeutic relationship and empowerment of the client are always seen as core to the process of therapeutic change and we encourage our students to develop their own style of counselling within the core integrative model being offered.

During course, students are introduced to Counselling Skills and has expertise in career development theory, counselling techniques, administration and interpretation of assessments, and career information resource. Throughout the course, the student will experience the process of counselling, both as a counsellor and as a client and having undertaken an extensive practical placement working with clients, the student can become a fully equipped counsellor by attaining a certificate in career counselling.

During the training period, students will have a rich learning experience as they will be taught by different tutors all of whom are qualified counselors practicing in a variety of therapeutic approaches. The course is mostly experiential; taught in a creative, challenging, and interactive way throughout. The teaching team considers professional practice to be a key component of counselling training and to be the future success of all qualified counselors. Emphasis is also placed on students assuming self-responsibility in their general approach to their learning experience and meeting coursework requirements.

Duration and Phasing

The course is for a period of Three Months year, spread over three phases as given below:

- Phase I Guided Self-learning 1 months (Part time)
- Phase II Intensive Practicum 1 months (Face-to-Face/Video Conferencing)
- Phase III Internship 1 months (in Hometown)

Medium of Instruction

The medium of instruction for the course is English. Therefore, proficiency in written and spoken English will be required.

Course Fee

Course fee to be paid by different categories of candidates before commencement of the course is:

Category

Application Fees
Indians & South Asian Candidates
Candidates from Rest of the World

Course Fee

INR 500
INR 3500/ Month
USD 100/ Month

Total Seats

15 Seats

Minimum Qualification

Graduation from a recognized College or University

Desirable Qualification required.

- Any Graduate

Syllabus

Unit 1 Career Analysis based on Psychometric theories.

1. Introduction to Career Counselling
2. Process of Career Counselling
3. Psychometric theories
4. Career personality Analysis
5. Career interest Analysis
6. Learning style Analysis

Unit 2 Theories of career development

1. Career development theories
2. Frank Parsons Trait and Factor Theory
3. Holland theory of vocational types
4. Bandura's social cognitive theory
5. Super's developmental self-concept theory
6. Krumboltz social learning

Unit 3 Career development in different setting

1. Training and Development
2. Career development through lifespan
3. Career development in social context
4. Women and Career development
5. Professional development of career counselling

Unit 4 Multiple dimensions career analysis

1. Core methodology for multiple dimensions career analysis
2. Identification of most suitable career path
3. Career Scenario
4. Career clusters and career paths analysis

Unit 5 Career Assessment Tool

1. Importance of career assessment
2. Scientific methodology used behind the assessments.
3. How to administer the assessment.

Certificate in Gratitude therapy (CGT)

Gratitude is an emotion expressing appreciation for what you have - as opposed to a consumer-driven emphasis on what you want. The therapy is the act of thoughtfully reflecting on the aspects of life that bring great joy, causing feelings of gratefulness, rather than the insatiable longing of what's just out of reach. By practicing awareness of the positive things in life, we fight off the brain's natural tendency to scan for and spot the negatives.

That is why, here at Psyuni Institute of Psychology & Allied Sciences we not only believe that it is crucial to understand basic concepts and theoretical principles of gratitude therapy, but also learn and understand concrete applications and illustrations of the theoretical principles by field training. In the process of training, the students become more aware of every individual they will meet every day and learn practical implications of their theoretical knowledge.

An enjoyable and creative atmosphere facilitates the experiential learning among students. PIPAS focuses more on out-of-the-class room study. The core model of this course is integrative. The holistic approach of the course emphasizes the need for the integration of thinking, feeling and behaviour together with awareness of the social and cultural contexts of counselling and its implementation in response to ground situations. An emphasis on the therapeutic relationship and empowerment of the client are always seen as core to the process of therapeutic change and we encourage our students to develop their own style of counselling within the core integrative model being offered.

During the training period, students will have a rich learning experience as they will be taught by different tutors all of whom are qualified counsellors practicing in a variety of therapeutic approaches. The course is mostly experiential; taught in a creative, challenging, and interactive way throughout. The teaching team considers professional practice to be a key component of counselling training and to be the future success of all qualified counsellors. Emphasis is also placed on students assuming self-responsibility in their general approach to their learning experience and meeting coursework requirements.

Course Overview

Welcome to "The Gratitude Mastery: A 12-Week Transformation" course. This immersive program is not just about feeling thankful; it's a deep dive into harnessing the power of Gratitude Therapy to radically shift your mindset, relationships, and overall existence. Over 12 weeks, you'll be pushed to your limits, learning, and practicing

advanced techniques that will revolutionize the way you perceive and interact with the world.

Course Objectives:

- Forge an unbreakable bond with the concept of gratitude.
- Rewire your brain to default to gratitude in all situations.
- Confront and conquer negativity through radical gratitude practices.
- Elevate relationships by infusing them with authentic appreciation.
- Cultivate gratitude as a tool for self-mastery and resilience.
- Establish a lifelong practice that propels your evolution.

Course Format:

- Intense, immersive video lectures led by renowned Gratitude Therapy experts.
- Guided gratitude exercises that push the boundaries of your comfort zone.
- High-energy group discussions that challenge and inspire.
- Guided meditation sessions designed to elevate your gratitude consciousness.
- Weekly missions that demand application of radical gratitude.
- Personalized mentorship for profound breakthroughs.

Assessment and Completion:

- Reflective essays on breakthrough moments and shifts.
- Submission of a final gratitude manifesto and action plan.
- Active participation in transformative group interactions.

Recommended Resources:

- "The Gratitude Experiment" by John Templeton
- "Radical Gratitude: Discovering Joy through Everyday Thankfulness" by Ellen Vaughn
- Advanced gratitude journal templates and vision board tools.

Prepare to undertake a journey that will redefine your reality, elevate your relationships, and ignite an unquenchable fire of gratitude within you. "The Gratitude Mastery" awaits those who are ready to transcend the ordinary and embark on a life-altering adventure of transformation through the intense power of gratitude. Are you up for the challenge?

Duration and Phasing

The course is for a period of Three Months year, spread over three phases as given below:

- Phase I Guided Self-learning 1 months (Part time)
- Phase II Intensive Practicum 1 months (Face-to-Face/Video Conferencing)
- Phase III Internship 1 months (in Hometown)

Medium of Instruction

The medium of instruction for the course is English. Therefore, proficiency in written and spoken English will be required.

Course Fee

Course fee to be paid by different categories of candidates before commencement of the course is:

Category

Application Fees
Indians & South Asian Candidates
Candidates from Rest of the World

Course Fee

INR 500
INR 3500/ Month
USD 100/ Month

Total Seats

15 Seats

Minimum Qualification

Graduation from a recognized College or University

Desirable Qualification required.

- Masters in psychology

Syllabus

Weeks 1-2: Gratitude's Quantum Leap

- Decoding the neurology of gratitude for transformation.
- Gratitude as a catalyst for quantum shifts in mindset.
- The intensity of gratitude journaling: Daily immersion.
- Unearthing hidden blessings through introspective exploration.

Weeks 3-4: From Shadow to Light: Gratitude and Emotions

- Confronting and conquering deep-seated negativity.
- Radical acceptance through extreme gratitude.
- Gratitude alchemy: Transforming pain into empowerment.
- Rewriting your narrative with gratitude as the cornerstone.

Weeks 5-6: Relationships Illuminated by Gratitude

- Gratitude's ripple effect on relationships: From spark to fire.
- Vulnerability as a gateway to authentic gratitude communication.
- Gratitude rituals as energetic connections.
- Healing and fortifying bonds through conscious appreciation.

Weeks 7-8: Gratitude's Warrior Spirit

- Cultivating gratitude as an Armor of resilience.
- Conquering challenges with a gratitude-fuelled mindset.
- Mastering adversity through radical appreciation.
- Gratitude's role in crafting a warrior's narrative.

Weeks 9-10: The Mindful Gratitude Ninja

- Merging mindfulness and gratitude: A dynamic duo.
- Gratitude meditation: Journey to the heart of thankfulness.
- Transmuting ordinary moments into extraordinary blessings.
- Mindful gratitude as a portal to expanded consciousness.

Weeks 11-12: Eternal Gratitude Mastery

- The architecture of a gratitude-powered life.
- Crafting a legacy of gratitude through action.
- Surmounting plateaus and pitfalls in the gratitude journey.
- The graduation: Stepping into a lifetime of elevated existence.

Certificate in Cognitive Behaviour Therapy (CBT)

Cognitive Behaviour Therapy (CBT) is a talking therapy for mental health conditions. It's based on the idea that our thoughts and behaviour are connected. It helps people understand and challenge thoughts that negatively impact their behaviour. CBT has been applied successfully to a wide range of mental health conditions like depression, anxiety disorders, OCD, eating disorders etc.

That is why, here at Psyuni Institute of Psychology & Allied Sciences we not only believe that it is crucial to understand basic concepts and theoretical principles of child psychology, but also learn and understand concrete applications and illustrations of the theoretical principles by field training. In the process of training, the students become more aware of individual child they will meet every day and learn practical implications of their theoretical knowledge.

An enjoyable and creative atmosphere facilitates the experiential learning among students. PIPAS focuses more on out-of-the-class room study. The core model of this course is integrative. The holistic approach of the course emphasizes the need for the integration of thinking, feeling and behaviour together with awareness of the social and cultural contexts of counselling and its implementation in response to ground situations. An emphasis on the therapeutic relationship and empowerment of the client are always seen as core to the process of therapeutic change and we encourage our students to develop their own style of counselling within the core integrative model being offered.

During the training period, students will have a rich learning experience as they will be taught by different tutors all of whom are qualified counselors practicing in a variety of therapeutic approaches. The course is mostly experiential; taught in a creative, challenging, and interactive way throughout. The teaching team considers professional practice to be a key component of counselling training and to be the future success of all qualified counselors. Emphasis is also placed on students assuming self-responsibility in their general approach to their learning experience and meeting coursework requirements.

Duration and Phasing

The course is for a period of Three Months year, spread over three phases as given below:

- Phase I Guided Self-learning 1 months (Part time)
- Phase II Intensive Practicum 1 months (Face-to-Face/Video Conferencing)
- Phase III Internship 1 months (in Hometown)

Medium of Instruction

The medium of instruction for the course is English. Therefore, proficiency in written and spoken English will be required.

Course Fee

Course fee to be paid by different categories of candidates before commencement of the course is:

Category

Application Fees
Indians & South Asian Candidates
Candidates from Rest of the World

Course Fee

INR 500
INR 3500/ Month
USD 100/ Month

Total Seats

15 Seats

Minimum Qualification

Graduation from a recognized College or University

Desirable Qualification required.

- Masters in psychology

Syllabus

Unit 1 Cognitive Behavioral Therapy (CBT)

1. Introduction to CBT
2. Strength and Limitations of CBT
3. CBT in school settings
4. CBT in Groups

Unit 2 Types of Cognitive behavioral therapy

1. Mindfulness-based cognitive therapy (MBCT)
2. Dialectical behaviour therapy (DBT)
3. Acceptance and commitment therapy (ACT)
4. Rational emotive behaviour therapy (REBT)

Unit 3 CBT for Personality disorders.

1. Cluster A
2. Cluster B
3. Cluster C

Unit 4 CBT for Anxiety Disorders

1. Generalized Anxiety Disorder (GAD)
2. Panic Disorder
3. Social Anxiety Disorder
4. Separation Anxiety Disorder
5. Phobias, Specific Phobia, Agoraphobias

Unit 5 CBT for other psychological disorders

1. Bipolar disorders
2. Obsessive Compulsive disorder (OCD)
3. Post-traumatic stress disorder (PTSD)
4. Depression
5. Traumatic stress and pain

Certificate in Geropsychology

Geropsychology is the field within psychology that applies the knowledge and methods of psychology to understanding and helping older persons and their families maintain well-being, overcome problems, and achieve maximum potential during later life.

That is why, here at Psyuni Institute of Psychology & Allied Sciences we not only believe that it is crucial to understand basic concepts and theoretical principles of geriatric psychology, but also learn and understand concrete applications and illustrations of the theoretical principles by field training. In the process of training, the students become more aware of individual they will meet every day and learn practical implications of their theoretical knowledge.

An enjoyable and creative atmosphere facilitates the experiential learning among students. PIPAS focuses more on out-of-the-class room study. The core model of this course is integrative. The holistic approach of the course emphasizes the need for the integration of thinking, feeling and behaviour together with awareness of the social and cultural contexts of counselling and its implementation in response to ground situations. An emphasis on the therapeutic relationship and empowerment of the client are always seen as core to the process of therapeutic change and we encourage our students to develop their own style of counselling within the core integrative model being offered.

During the training period, students will have a rich learning experience as they will be taught by different tutors all of whom are qualified counselors practicing in a variety of therapeutic approaches. The course is mostly experiential; taught in a creative, challenging, and interactive way throughout. The teaching team considers professional practice to be a key component of counselling training and to be the future success of all qualified counselors. Emphasis is also placed on students assuming self-responsibility in their general approach to their learning experience and meeting coursework requirements.

Duration and Phasing

The course is for a period of Three Months year, spread over three phases as given below:

- Phase I Guided Self-learning 1 months (Part time)
- Phase II Intensive Practicum 1 months (Face-to-Face/Video Conferencing)
- Phase III Internship 1 months (in Hometown)

Medium of Instruction

The medium of instruction for the course is English. Therefore, proficiency in written and spoken English will be required.

Course Fee

Course fee to be paid by different categories of candidates before commencement of the course is:

Category

Application Fees

Indians & South Asian Candidates

Candidates from Rest of the World

Course Fee

INR 500

INR 3500/ Month

USD 100/ Month

Total Seats

15 Seats

Minimum Qualification

Graduation from a recognized College or University

Desirable Qualification required.

- Any Graduate

Syllabus

Unit:1 Introduction to Ageing

- Old Age- Definition, meaning and characteristics of old age.
- Population ageing – Global and Indian perspectives
- Principles of Geriatric Care,
- Care and welfare need of the old age.
 - physical needs
 - healthcare needs
 - psychological, social, and economic needs
- Ageism – Characteristics

Unit:2 Geriatric Mental Health

- Nutrition among Elderly, Lifestyle of Elderly, Health, and routine
- Common Diseases faced by Elderly
- Tackling with Geriatric Giants and Geriatric Syndromes
- Mental Health and Cognition of the aged, psychological changes in ageing.
- Communication skills necessary in geriatrics.
- Importance of Diet, Exercise, Healthy daily routine, sleep, mental peace, and spiritual wellbeing.

Unit:3 Life Transitions

- Family relationships in later life- sibling
- Grandparent – grandchild
- Intergenerational relationships
- Perspectives on death and dying retirement.
- Singleness (loss of spouse)
- Empty nest syndrome adjustment, spirituality, Bereavement

Unit: 4 Confusion & Dementia

- Assessment and diagnosis
- Delirium and acute confusion
- Cognitive decline and dementia
- Therapeutic interventions in dementia
- Emerging approaches to the physiology and treatment of dementia
- Depression and anxiety in the older person

Unit: 5 Professional Practice & Geriatric Assessments

- Elder abuse, Mistreatment, Neglect, Violence, and Crimes
- Ethical Principles & Legal aspects for Professional practice (decision making, confidentiality, informed consent, restraints, Advance Directives, assisted suicide)
- Evidence-Based Person-centred care -- Principles of Assessment in Older adults across care settings
- Geriatric Assessments and Personalized plan of care for older adults, (Psycho-social, physical/functional/ADL and rehab potentials)
- Therapeutic Recreation & Activities

Certificate in Scientific Paper Writing (CSPW)

Scientific paper writing generally follows a specific format with key sections: an introduction to a particular topic, hypotheses to be tested, a description of methods, key results, and finally, a discussion that ties these results to our broader knowledge of the topic. This general format is inherent in most scientific writing and facilitates the transfer of information from author to reader if a few guidelines are followed.

An enjoyable and creative atmosphere facilitates the experiential learning among students. PIPAS focuses more on out-of-the-class room study. The core model of this course is integrative. The holistic approach of the course emphasizes the need for the integration of thinking, feeling and behaviour together with awareness of the social and cultural contexts and its implementation in response to ground situations. That is why, here at Psyuni Institute of Psychology & Allied Sciences we not only believe that it is crucial to understand basic concepts of scientific paper writing, but also learn and understand concrete applications and illustrations of the principles of scientific paper writing. In the process of training, the students become more aware of this course and learn practical implications of their theoretical knowledge.

During the training period, students will have a rich learning experience as they will be taught by different tutors all of whom are qualified counselors practicing in a variety of therapeutic approaches. The course is mostly experiential; taught in a creative, challenging, and interactive way throughout. The teaching team considers professional practice to be a key component of counselling training and to be the future success of all qualified counselors. Emphasis is also placed on students assuming self-responsibility in their general approach to their learning experience and meeting coursework requirements.

Duration and Phasing

The course is for a period of Three Months year, spread over three phases as given below:

- Phase I Guided Self-learning 1 months (Part time)
- Phase II Intensive Practicum 1 months (Face-to-Face/Video Conferencing)
- Phase III Paper Writing 1 months

Medium of Instruction

The medium of instruction for the course is English. Therefore, proficiency in written and spoken English will be required.

Course Fee

Course fee to be paid by different categories of candidates before commencement of the course is:

Category

Application Fees
Indians & South Asian Candidates
Candidates from Rest of the World

Course Fee

INR 500
INR 3500/ Month
USD 100/ Month

Total Seats

15 Seats

Minimum Qualification

Graduation from a recognized College or University

Desirable Qualification required.

- Any Graduate

Syllabus

Unit - 1 Know the language.

- Choosing the right word, using a dictionary and thesaurus
- Basic elements of a sentence, clauses, true sentence, tenses, active and passive verbs, punctuation and parallelism, Paragraphs, logic, and organization
- Organizational strategies, art of precise writing

Unit - 2 Groundwork for effective scientific writing

- Using web-based search engines, authenticating the information
- Editing in MS office, style analysis programs, data entry and working knowledge of excel, creating tables, figures, graphs, photographs and other documentary illustrations, explanatory artwork.
- An introductory idea about use of abode, photoshop
- Coral making PowerPoint presentation, making, and refining presentations using advanced presentation features, making a poster, using a library, indexing systems available for various science streams, e-resources, e-journals.

Unit - 3 Start Writing (Part-I)

- Introduction-Overview of science writing
- How is scientific writing different from general writing.
- Know your audience, writing for public, science reporting, Science news, explanatory writing, lengthy magazine article, popular articles, and popular lectures.
- Reading material: Popular science magazine articles

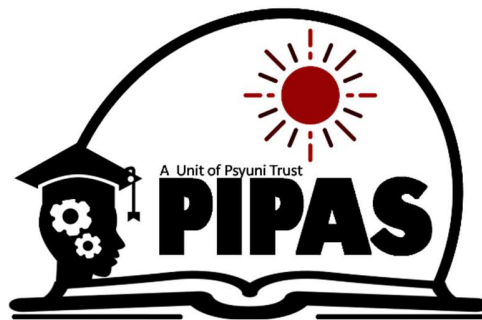
Unit - 4 Start Writing (Part-II)

- Writing for scientific community, types of paper (short communication, original research article, review)
- The various components for each type and the content of each component (title, author affiliation, abstract, key words, introduction, material and methods, results and discussion, conclusion, references and bibliography, citation).
- Ethics in writing, plagiarism, plagiarism checker online.

- Publishing work: selection of journal, impact factors, h index, following author guidelines, online submission, proof reading of a manuscript, understanding the symbols, reviewing of a manuscript, making corrections, and answering reviewers query, Galey proof reading.

Unit - 5 Start Writing (Part III)

- Writing research grant proposal
- Book review
- Write up mini profiles of prominent scientists, letters to editor, opinion writing, interview of a scientist, career in scientific writing.



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