

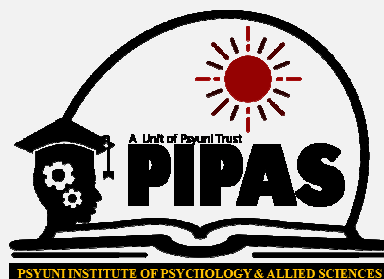
A Course Approved by  
Bharatiya Counselling Psychology Association



# Program Brochure

## 2020-2021

POST GRADUATE PROGRAM  
IN  
**COUNSELLING  
PSYCHOLOGY**



**Psyuni Institute of Psychology & Allied Sciences**  
(A Initiative of Psyuni Trust)

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## **The Institute**

The Psyuni Institute of Psychology & Allied Sciences (PIPAS) is a non-profit autonomous institution that undertakes studies in various aspects of human psychology & behaviour. 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 the education is to help people gain wisdom that contributes towards the building this world a better place to live. We have taken a 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 which they would have before deciding 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 honored, 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 of 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.

## **The Post Graduate Program in Counselling Psychology (PGPCP)**

Increasingly individuals are becoming aware of the needs for counseling 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 behavior together with awareness of the social and cultural contexts of counseling and its implementation in response to ground situations. An emphasis on the therapeutic relationship and empowerment of the client are seen as core to the process of therapeutic change at all times and we encourage our students to develop their own style of counseling 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 counseling theory and the process of counseling itself. Throughout the course, the student will experience the process of counseling, both as a counselor and as a client

and having undertaken an extensive practical placement working with clients, the student can become a fully equipped counselor by attaining a PGPCP.

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 counseling 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 counseling, human values in cross-cultural perspectives and new approaches to psychological assessment.

### **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.

### **Course Content**

Self-learning is the mainstay of this course. The course covers the theory topics and provides a foundation for acquiring knowledge, attitudes and skills during practical training. In considering the study time commitment to the course, candidates should allow for at least double the amount of time on the course to be spent on personal study time.

- *Theory*: The course consists of core components in guidance and counseling processes and procedures, major theories of human adjustment and career development, and their application in counseling, psychological assessment and appraisal, and use of career information in guidance and counseling practices. The content also includes counseling for special groups of students, crisis situations and other issues arising from multicultural forces, globalization, industrialization etc. that have implications for guidance and counseling practices.
- *Practical Work*: The course includes intensive training in practical work integrated with the theory components which is later conducted and supervised in schools.

Enrichment lectures, seminars, workshops, demonstrations, self-study and reflective sessions are also important features of the practical training.

- *Internship*: Internship or 'on-the-job experience' is an important component of this course. Trainees undergo internship in actual work setting to try out and further refine the understanding and skills acquired from theory and practice.

### **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 Home Town)

### **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:

<b>Category</b>	<b>Course Fee</b>
Indian Candidates	Rs.18,000/-

### **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. and / or
- Minimum two year experience in teaching; and / or
- Minimum One year experience in Providing Career /Educational / vocational Counseling to students at schools.

### **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 counselor. 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, in order to identify any special learning needs they may have. *PIPAS* can then determine whether or not appropriate and sufficient reasonable adjustments can be provided to create a suitably supportive learning environment, without which the offer may need to be withdrawn.



# SYLLABUS

## PAPER I: THEORY AND PRACTICE OF COUNSELLING

### **Unit 1** Nature and Scope of Counselling

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

### **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 Behavior 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-Counselor Relationship
2. The Counselor as a Role Model
3. The Counselor's Needs
4. Counselor Objectivity/Subjectivity
5. Emotional Involvement
6. Counselor 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 Test
  - 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 Counselor'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
  - Neighborhood
  - 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 Counselor and Professional Counselor
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
3. Educational Settings.
4. 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 SENARIOS

#### **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
  - Etiology of Learning Disabilities
  - Intervention with Learning Disabilities
  - The Concept of Mental Retardation
  - Classification of Mental Retardation
  - Etiology of Mental Retardation
  - Prevention and Treatment of Mental Retardation
  - Characteristics of Autistic Disorders
  - Etiology 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-Centered Therapy)

- 1.4 Key Concepts and Techniques in the Humanistic Approach
- 1.5 The Counselor-Client Relationship

- 1.6 Application of the Humanistic Approach
- 1.7 Limitations

## **Unit 2 Behavior Therapy**

- 2.1 Behavior Therapy: Key Concepts and Techniques
- 2.3 The Therapeutic Process
- 2.4 New Directions in Behavior Therapy
- 2.5 Applications of Behaviors Therapy
- 2.6 Limitations

## **Unit 3 Cognitive Behavior Therapy**

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

This component will consist of supervised internship training. This will help the counselor 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 counseling needs; synthesis of the various approaches selecting the appropriate approach in different counseling situations. Through this exercise the student will-

- Work towards identifying their own theoretical frameworks
- Learn how to make recommendations, formulate a counseling 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 actually do counseling. Every week they will present
  1. A taped session to the supervision group of which they are a part to discuss the counseling plan they are using, their own efficacy as revealed on the tape and their clients responses to them
  2. Their own particular difficulties with the client, as well as their own issues of transference and other personal issues that get triggered off in relation to clients issues.
  3. One transcribed verbatim of the session
  4. A case study
  5. A paper that describes their own personal orientation to counseling
  6. A report of the test Administered

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