

UNIVERSITY OF MADRAS
DEPARTMENT OF COUNSELLING PSYCHOLOGY
P.G.DIPLOMA IN COUNSELLING AND PSYCHOTHERAPY.

UNIVERSITY OF MADRAS

REGULATIONS

(With effect from the academic year 2017-18)

1. Objectives

The Primary objectives of the Post Graduate Diploma are:

1. To prepare personnel to provide quality services to infants and toddlers who are disabled or at risk and their families.
2. To prepare the students to fulfil the role of interventionist in inclusive setup who delivers services to children and their families
3. To function as Program Co-ordinator and Supervisors in delivering services to children and their families.
4. To prepare the professionals to operate the students effectively with in an interagency, inter disciplinary approach.
5. To equip personnel to assess, understand and implement Individualised Education Plan intervention to infants and toddlers.
6. To develop competencies in organising early intervention and remedial intervention services.
7. To impart techniques of working with families and community for effective intervention.
8. To develop competency in report writing, record maintenance and communication.
9. To facilitate and integrate the children into inclusive setting in regular school programmes and family guided intervention.

2. Eligibility for admission to the Course

a) A Bachelor's Degree, in any discipline from a recognized University. Preference will be given to those with work experience in clinical, social and developmental settings.

b) Reservation of seats and other concessions for the S.C., S.T., M.B.C.,B.C., and other special categories of candidates notified by the Govt. of Tamil Nadu may be provided in accordance with the statutory provisions of the Govt. of Tamil Nadu in force from time to time.

3. Medium of Instruction: English

4. Number of Seats

Twenty Five Number of seats (25) out of which SC-1, ST-1 and Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act (1995)- 1 should be reserved.

5. Duration of the Course

One year- part time program

6. Medium of Instruction and Examination

Medium of Instruction is English and Examination is by Semester pattern (Two Semesters)

7. Attendance

A candidate shall be permitted to appear for the Examinations only if he/she secures not less than 75% of attendance in each Subject / Paper or as prescribed by the Syndicate from time to time.

8. Course of Study

The Course of Study for the Post- Graduate Diploma shall consist of 4 papers 5 credits each, 2 Practicals of 8 credits each

9. Conduct of Examination

The examinations shall be conducted and the answer papers shall be valued by the concerned Subject and experienced teachers of the University Department / College / Institute of Correspondence Education / Central / State Government Special Education Institutions itself that offers the course. The valued answer scripts along with the Mark Lists duly certified by the Head of the University Department concerned / Principal of the respective college, Director of the Institute of Correspondence Education shall be forwarded to then Controller of Examinations for scrutiny and declaring the results and issuing the Statements of Marks from the University.

10. Fee

The fee structure for the Self Supportive PG Diploma in Counselling and Psychotherapy per student is as below.

S.No	Nature of Fees	Amount
1	Tuition fee (Per Annum)	20000
2	Registration Fee (At Entry)	120
3	Library fee(Per Annum)	150
4	Sports Fee (Per Annum)	50
5	Special Fee(Per Annum)	150
6	Placement Fee (At entry)	75
7	Cultural & Youth Festival Fee (At entry)	35
8	Development of Infrastructural Facilities Fund (at entry)	35
9	Laboratory Fee (Per Annum)	0
10	Special Laboratory / Chemicals Fee (Per Annum)	0
11	Special Computer Laboratory Fee (Per Annum)	0
12	Caution Deposit at entry (refundable)	700
13	Matriculation fee*	50
14	Processing Fee	0
15	Eligibility Fee*	0
16	ID - Smart Card	100
17	Safety Insurance	***
	Total	21,465

*Wherever Applicable

11. Scheme of Examination

The examination shall be held at the end of the course. The duration of the examination for each paper shall be 3 hours carrying 80 Marks for Written with 20 Marks for Internal / Viva-Voce / Practicum whichever is applicable.

Paper	Name of the Paper	Univ. Marks	Internal Marks	Max. Marks	Duration	Credits
Paper - I	Theory & Practice of Counselling and Psychotherapy	80	20	100	3 Hours	5
Paper - II	Psychopathology	80	20	100	3 Hours	5
Paper - III	School, Family, Marital and Workplace Counselling	80	20	100	3 Hours	5
Paper - IV	Special Group Counselling (Abuse, Addiction, Suicide , Disability and Counselling)	80	20	100	3 Hours	5
Practical - I	Psychological Assessments	80	20	100	3 Hours	8
Practical - II	Project – Case Study Report & Internship Report	80	20	100	3 Hours	8
	Total	480	120	600		36 Credits

Break - up details for Internal Marks for Theory and Practicum:

Internal Marks for Each Theory: 20 Marks (Maximum)

2 Assignments (Preparation and Presentation) X 5 Marks = 10 Marks

One Test X 10 Marks = 10 Marks

Total = 20 Marks

Internal Marks for Each Practical: 100 Marks (Maximum)

Plan and Procedure 25 Marks

Conducting the Experiment 20 Marks

Discussion and Interpretation 25 Marks

Record 20 Marks

Viva Voce 10 Marks

= 100 Marks

Project – Case Study Report & Internship Report

= 100 Marks

12. Passing Minimum

A candidate shall be declared to have passed in each Paper / Subject, if he /she secure NOT LESS THAN 50% of the marks prescribed for the examination.

13. Classification of successful candidates

Successful candidates passing the whole examinations and securing the marks (i) 60 per cent and above (ii) 50 per cent and above but below 60 per cent in the aggregate of the marks prescribed for the course shall be declared to have passed the examination in the FIRST and SECOND CLASS respectively. The maximum period for the completion of the course to the students will be up to 5 academic years.

14. Pattern of Question Paper

Theory

Pattern of Question Paper for the maximum of 80 Marks for Written Examination and 20 Marks for Internal Marks:

Part- I	Short Type Answer (10 Questions of 2 Marks)	10 X 2	20
Part- II	Questions to be answered 5 out of 8 (Short Essay Type)	5 X 6	30
Part - III	Questions to be answered (either /or pattern) - Essay Type	2 X 15	30
Part - IV	Internal Marks	20	20
Total Marks			100

Practicum and Project

Pattern of Question Paper for the maximum of 100 Marks for Practical Examination and 100 Marks for Project:

Psychological Assessments		
Plan and Procedure	25 Marks	100
Conducting the Experiment	20 Marks	
Discussion and Interpretation	25 Marks	
Record	20 Marks	
Viva Voce	10 Marks	
Project		
Internship	20 Marks	100
Field Work	20 Marks	
Internship Report	20 Marks	
Case Study Report	20 Marks	
Viva Voce	20 Marks	
Total		200

POST GRADUATE DIPLOMA IN COUNSELLING AND PSYCHOTHERAPY

S.No.	Title	Credit	Core
FIRST SEMESTER			
1	Theory & Practice of Counselling and Psychotherapy	5	Core
2	Psychopathology	5	Core
3	Family, Marital and Workplace Counselling	5	Core
4	Special Group Counselling (Abuse, Addiction, Trauma, Suicide and Counselling)	5	Core
SECOND SEMESTER			
5	Psychological Assessments	8	Core
6	Project	8	Core

Credit	Hours	Course Work
10	150	Direct Teaching
10	150	Field Work
8	120	Psychological Assessments
8	120	Project
TOTAL = 36	540	

SYLLABUS

Paper 1- Theory & Practice of counselling and Psychotherapy- I

Objective: To introduce the students the various theories in counselling and psychotherapy.

Unit – I- Definition of Counselling and Psychotherapy, History of Counselling and Psychotherapy, Goals of Counselling, Counselling as a distinct Profession, Current trends in the 21st Century , Personal and Professional aspects of Counselling, Personality and Background of Counsellor, Personal qualities of the effective Counsellor, Attribution and Systematic framework of Counselling, Supervision, Ethico-legal aspects of Counselling.

Unit – II- Overview of Counselling Model- Stage I, Stage II and Stage III, Building the Helping relationship, Basic communication skills for Helping, Basic Communication Skills – I, Basic Empathy and Probing. Testing, Assessment and Diagnosis in Counselling; The role of Theories of Psychotherapy, Choosing a Theoretical Orientation to therapy.

Unit – III – Psychoanalytic and Psychodynamic Theories: Psychoanalytic Therapy, Key concepts of Sigmund Freud, Therapeutic process; Ego Psychology; Object Relations Theory ;Self Psychology; Existential Therapy: Overview, Key Concepts in, Therapeutic Process, Person-Centred Therapy: Overview, Key Concepts, Therapeutic Process. Gestalt Therapy: Overview, Influence of Existential on Gestalt Therapy, Key Concepts in, Therapeutic Process: Case Analysis.

Unit – IV – Behaviour Therapy: Brief Overview, Key Concepts, Therapeutic process, Current trends, Applied Behavioural analysis. Cognitive Approaches to Psychotherapy: Brief overview of different Cognitive approaches, Rational Emotive Behaviour Therapy, Cognitive Behaviour Therapy. Mindfulness Based Cognitive Therapy. Transactional Analysis: Brief Overview, Key Concepts, Therapeutic process

Reference

Brems, C. (2001). Basic skills in psychotherapy and counselling. Singapore: Brooks/Cole.

Corey, G. (1996). Theory and practice of counselling and psychotherapy (5th ed.). Pacific Grove, CA: Thomson Brooks/ Cole.

James, R. K. & Gilliland, B. E., (1998). Theories and Strategies in Counselling and Psychotherapy, 4th Edition. Belmont, CA: Brooks/Cole.

Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.

Paper – II- Psychopathology

Objective: Acquaint students with various manifestations of psychopathology, impart knowledge and skills required for diagnosis of psychological conditions, introduce them to different perspectives and models of etiology.

Unit- I The Nature of Abnormal Development, Causal factors and viewpoints in abnormal psychology : Definitions of normality, Systems of classification, DSM-V, ICD-10, Similarities, Differences and critical evaluation Classification of psychopathology, Possible harmful effects of classification, Benefits of classification, Approaches to classification, Alternative classification scheme. Causes and Risk factors for abnormal behaviour, Biological, Psychosocial and sociocultural view points and causal factors.

Unit- II Psychopathology of Neuro-psychological Conditions: Dementia, delirium, head injury, epilepsy, other amnesic syndromes, Causes, Diagnosis & Treatment. **Psychopathology of mood and anxiety disorders:** Depression, Bipolar affective disorders, Suicidal behaviour, Phobia, GAD, Panic, OCD, PTSD, Adjustment disorder Causes, Diagnosis & Treatment. Dissociative disorder: conversion disorder, somatoform disorder, other neurotic disorder, Causes, Diagnosis & Treatment

Unit- III Psychopathology of Addiction, Psychotic and Personality Disorders: Addiction Disorders: Causes, Diagnosis & Treatment; **Psychotic Disorders:** schizophrenia, delusion, other psychotic disorders, Causes, Diagnosis & Treatment; **Cluster A, B and C personality disorders:** Causes, Diagnosis & Treatment

Unit- IV Disorders of Infancy, Childhood and Adolescence: Specific developmental disorder Learning Disability, ADHD, **Pervasive developmental disorders:** Autism Spectrum disorder, Aspergers syndrome, PDD NOS Causes, Assessment & Treatment; **Behavioral and emotional disorders:** Causes, Diagnosis & Treatment; **Disorders of social functioning:** Causes, Assessment & Treatment; Developmental Psychopathology in Indian context.

Reference:

Rosenhan D.L. & Seligman M.E.P (1989). Abnormal Psychology. London: W.W.Norton and Company.

Kapur M. (2011). Counselling Children with Psychological Problems. India. India Binding House, Pearson.

Hecker, S.E. & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Delhi: Pearson Education, Inc.

Adams, H.E & Sutker, P.B. (2001). *Comprehensive handbook of psychopathology* (3 rd Ed.). New York: Kluwer Academic publishers.

Millon, T., Blaney, P., & Davis, R.D. (1998). *The oxford textbook of psychopathology*. London: Oxford University Press.

Smith, N.W. (2001). *Current systems in psychology: History, theory, research & applications*. USA: Wadsworth/Thomson learning.

Sadock, B.J. & Sadock, V.A. (2003). *Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (9 th . Ed.). Philadelphia: Lippincott Williams & Wilkins.

American Psychological Association. (1998). *Diagnostic and statistical manual of mental disorders* (4th .ed.): text revision (DSM-1V-TR). New Delhi: Jaypee brothers' medical publishers (p) Ltd.

Weigner, I.V. (1982) *Child and Adoloescent Psychopathology*, New York: John Wiley & Sons.

Paper- III- School, Family, Marital and Workplace Counselling

Objective: To introduce the students to the theories and counselling strategies used in the context of School, Workplace, Marriage and Family Therapy.

Unit – I - Historical evolution of the field of marriage and family therapy: Current and future trends, Foundations of family therapy, Early models, Fundamental concepts (Cybernetics, Systems theory, Social constructivism, Attachment theory)

Unit – II - Classical schools: Bowen, Strategic, Structural, Experiential, Psychoanalytic, Cognitive behavioural; Recent Developments: Post modernism, Feminist critique, Solution focused therapy, Narrative therapy, Integrative models. Evaluation of Family Therapy: Family therapy research, Empirical foundations and Practice implications

Unit – III - Understanding Workplace Counselling: The work place today, Need for work place counselling, History of workplace counselling, The many faces of work place counselling, Work place counselling: Criticism of workplace counselling . Models of Workplace Counselling: Brief therapy models, Problem focused models, Work oriented models, Manager based models, Externally based models, Internally based models, Welfare based models, Organisational change models

Reference

Nichols, P.M & Schwartz C.R (2006). *Family Therapy –concepts and methods*, 7th edition, Allyn and Bacon, Boston, Pearson education, Inc.Press, Inc.

Carroll M. (1996). *Workplace Counselling: A Systematic Approach to Employee Care*. London; Sage publishers

Paper- IV- Special Group Counselling

(Abuse, Addiction, Suicide , Trauma and Counselling)

Objective: To introduce the students to the theories and counselling strategies used in the context of Abuse, Addiction, Suicide and Disability Counselling.

Unit 1- Abuse and Addiction: Clinical characteristics of Addiction, etiology, models of addiction, assessment in addiction. Planning intervention: Counselling in Motivation (Skills). Strategies: Counselling individual and families including children (Skills)

Unit II- Suicide Counselling: Facts about Suicide, Perspective on Suicide, Identifying Suicidal tendencies, Counselling for Suicide Prevention. Trauma Counseling- History and theoretical foundations of Trauma. People in crisis – An overview of the cognitive, affective, behavioral and neurological sequelae associated with trauma, Crisis Intervention: Models for intervention. Assessment and skills building (Case simulation exercises).

Unit III- Disability Counselling: Concept and definition of disability, Concept of impairment, activity, participation, Methods used in Disability Counselling.

Reference

- Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.
- Cloitre, M, et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity
- Dana, R.Q & Blevins A , G (2011). Substance Abuse Counselling, 4th edition, Brooks/Cole, Cengage , Belmont, USA.
- James, R. K. & Gilliland, B. E., (2013). Crisis Intervention Strategies, 7th Edition. Belmont, CA: Brooks/Cole.
- Psychopathology in the aged, Cole, J.O. & Barrett, J.E. (1980). Raven Press: NY

Paper VI - Psychological Assessments

Objective: This course is meant to provide students with an understanding of the principles on which frameworks of assessments in Counselling psychology practice is built. Students will explore various types of assessment models and their administration and develop competence to identify appropriate assessment tools for various client concerns.

1. Developmental Screening Test
2. Bender Visual Motor Gestalt test
3. Ravens Intelligence - S.P.M., C.P.M., A.P.M
4. Seguin Form Board
5. Sentence completion test
6. Thematic apperception test (TAT)
7. Children apperception test (CAT)
8. Draw a person
9. Minnesota multiple personality inventory test
10. NIMHANS Neuropsychological Battery

Out of 10 assessments the students have to select any 6 assessments