

Modified Syllabus

DIPLOMA IN PSYCHOLOGICAL COUNSELLING (BRAOU)

COURSE1: INTRODUCTION TO COUNSELING PSYCHOLOGY

BLOCK 1: INTRODUCTION TO COUNSELING

Unit 1: Introduction: Definition, Nature, Scope, History and Goals of Counseling, Differences between Counseling, Guidance, Psychotherapy and Helping Behavior

Unit2: Social and Psychological Foundations of Counseling

Unit 3: Characteristics of an Effective Counselor and Ethics in Counseling

BLOCK 2: APPROACHES TO COUNSELING

Unit 4: Directive, Non-Directive, Eclectic, Multimodal and Integrative Approaches

Unit 5: Freudian and Neo-Freudian Approaches (Adler and Erikson)

Unit 6: Behavioristic Approaches to Counselling: Classical conditioning (Pavlov), Operant Conditioning (Skinner) and Social Learning (Bandura)

BLOCK 3: RECENT APPROACHES TO COUNSELING

Unit 7: Humanistic and Existential Approaches

Unit 8: Cognitive – Behavioristic Approach (Beck and Ellis) and Third Wave Cognitive Therapies (Acceptance and Commitment Therapy (ACT) & DBT)

Unit 9: Eastern Approaches to Counseling: Yoga, Meditation, Bhagavad Gita as an Indian Origin Document of Counseling

BLOCK 4: TYPES OF COUNSELING

Unit 10: Individual and group counseling

Unit 11: Crisis counseling and Trauma counseling

Unit 12: Brief counseling approaches (Problem focused and Solution focused)

BLOCK 5: APPLIED AREAS OF COUNSELING

Unit 13: Family counseling and couple counseling

Unit 14: Child and Adolescent counseling

Unit 15: School counseling

COURSE 2: PERSONALITY THEORIES AND ASSESSMENT

BLOCK 1: PERSONALITY

Unit 1: Concept and Determinants of Personality

Unit 2: Freud's Psychoanalytic Theory

Unit 3: Neo Freudian Approaches to Personality (Adler & Erickson)

BLOCK 2: BEHAVIORAL APPROACH

Unit 4: Principles of Classical Conditioning

Unit 5: Principles of Operant Conditioning

Unit 6: Social Learning (Modeling and Observational Learning)

BLOCK 3: HUMANISTIC, COGNITIVE AND EXISTENTIAL APPROACHES

Unit 7: Humanistic approach (Maslow and Rogers)

Unit 8: Cognitive approach (Beck and Ellis)

Unit 9: Existential approach (Rollo Mayo and Victor Frankl)

BLOCK 4: OTHER APPROACHES TO PERSONALITY

Unit 10: Eastern approach

Unit 11: Gestalt Approach

Unit 12: Contemporary approach (Big Five Factor Theory)

BLOCK 5: ASSESSMENT OF PERSONALITY

Unit 13: Concepts and types of assessment (Personality Inventories, Questionnaires, Case Study and Rating Scales)

Unit 14: Brief introduction to Projective Tests (Rorschach, TAT, Picture Frustration Study and Sentence Completion Test)

Unit 15: Contemporary trends in Personality Assessment (Online assessment & Challenges)

COURSE 3: PSYCHOLOGICAL DISORDERS

BLOCK – 1: INTRODUCTION TO PSYCHOLOGICAL DISORDERS

Unit – 1: Concepts of normality and abnormality, Historical Perspectives of Abnormality

Unit – 2: Need for classification of abnormality

Unit – 3: Salient Features of DSM – 5& ICD 11

BLOCK 2: ANXIETY AND PERSONALITY DISORDERS (Signs & Symptoms, Causes and Management)

Unit 4: Anxiety Disorders: GAD, OCD, PTSD, Phobias, Panic disorder

Unit 5: Personality Disorders (Cluster A, B&C)

Unit 6: Mood disorders: Unipolar and Bipolar

BLOCK3: SEVERE PSYCHOLOGICAL DISORDERS AND COGNITIVE IMPAIRMENT (Signs & Symptoms, Causes and Management)

Unit7: Schizophrenia

Unit 8: Cognitive Impairment Disorders – 1: Delirium, Dementia

Unit 9: Cognitive Impairment Disorders – 2: Alzheimer’s and Parkinson’s

BLOCK 4: CHILDHOOD AND ADOLESCENT PSYCHOPATHOLOGY (Signs & Symptoms, Causes and Management)

Unit 10: Childhood disorders (ADHD, Conduct Disorder, Childhood Depression)

Unit 11: Adolescent disorders (Eating disorders, addictive disorders - substance abuse and Technology addiction)

Unit 12: Suicidal ideation, Deliberate self-harm behavior

BLOCK 5: NEURO DEVELOPMENTAL AND INTELLECTUAL IMPAIRMENT (Signs & Symptoms, Causes and Management)

Unit 13: Neuro developmental disorders (Autism, Asperger’s syndrome)

Unit 14: Intellectual disability (Classification, Causes & Treatment methods)

Unit 15: Slow learning& Specific Learning Disorders

COURSE 4: COUNSELING SKILLS AND TECHNIQUES

BLOCK 1: MODELS OF COUNSELING

Unit 1: Importance of Counseling Skills and Core Conditions of Counseling (Empathy, Genuineness/Congruence, and Unconditional Positive Regard)

Unit 2: Ivey model&Nelson and Jones

Unit 3: Egan's Model – An overview

BLOCK 2: EGAN'S MODEL: PRE HELPING PHASE AND STAGE – I SKILLS

Unit 4: Pre helping Phase

Unit 5: Stage – I Skills: Current Picture (Task – 1A: Help Clients Tell Their Stories)

Unit 6: Stage – I Skills: Current Picture (Task – 1B: The Real Story &1C: The Right Story)

BLOCK 3: EGANS MODEL STAGEII: PREFERRED SCANARIO

Unit 7: Task –2A: Possibilities for a better future

Unit 8: Task – 2B: Goals, Outcomes and Impact

Unit 9: Task – 2C: Commitment by the client

BLOCK 4: EGANS MODELSTAGEIII: WAY FORWARD

Unit 10: Task – 3A: Developing Strategies

Unit 11: Task – 3B: Choosing Best Fit Strategies

Unit 12: Task – 3C: Formulation of Plans and Implementation

BLOCK 5: TECHNIQUES IN COUNSELING

Unit 13: Relaxation Training: JPMR, Autogenic Training, Guided Imagery

Unit 14: Psycho Education

Unit 15: Other Techniques: Social skills Training, Assertive Training, Coping Skills Training

COURSES 5 & 6: PRACTICUM & INTERNSHIP/ PROJECT WORK

I. Part –A:

- Unit-1 History of Psychological Testing
- Unit-2 Classification of Psychological tests
- Unit-3 Errors in Measurement

II. PSYCHOLOGICAL TESTS

1. Ravens Progressive Matrices
2. Culture Fair Test (Cattell)
3. David's Battery of Differential Abilities
4. Eysenck Personality Questionnaire
5. Tripathi Personal Preference Schedule
6. Self-esteem Scale / Self-concept Scale
7. Occupational Stress Index
8. Emotional Intelligence Scale
9. State Trait Anxiety Inventory
10. Depression Scale (Beck's Depression Inventory – 2)
11. DAS /DSQ
12. Bell's Adjustment Inventory
13. Holland Interest Inventory - RIASEC

TESTS FOR DEMONSTRATION

14. Rorschach Ink Blot Test
15. Thematic Apperception Test
16. Rosenweig Picture Frustration Study

III. FIELD OBSERVATION REPORT

Learners need to visit the following institutions/agencies and interact with clients and counselors: Schools and hospitals providing counseling services, NGOs, Rehabilitation Centers, Private clinics, Government Departments like Police, women and child welfare, Jails etc. They need to submit a report covering three (3) cases with case history.

IV. CONDUCTION OF ROLE PLAYS IN LAB

Course-VIA: INTERNSHIP or Course-VIB: PROJECT WORK HAND BOOK