FACULTY OF SCIENCE

SYLLABI

FOR

Advanced Post Graduate Diploma in Child Guidance and Family Counselling

EXAMINATIONS 2011

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PANJAB UNIVERSITY, CHANDIGARH

Outlines of the test, syllabi, and courses of reading in Advanced Post Graduate Diploma in Child Guidance and Family Counselling, for the admissions 2010

Rationale

While there are several courses available through different Universities on academic and vocational counselling in India, a limited choice is available on courses that focus on training students to be counsellors in the area of child and family well-being. The need for such a course is becoming especially more important because of recent trends in the Indian scenario that indicate a rise in the incidence of behavioral and psychological problems among growing up children and adolescents (Kapur, 1995).

Even though lifestyle related problems are often cited as being accountable for the rising incidence of behavioral and psychological problems, several other causes such as altering forms of family structures (for example increase in the incidence of mother headed single parent households), marital conflict within the family, increasing academic stress, and peer pressure are considered to be potential contributors (Chawla, 1997; Verma, Sharma & Larson, 2002).

While developing a module for the present course it, therefore, becomes important to consider the child in the context of both outside and within the family. The Developmental System Theory (Lerner & Castellino, 2002) that deals with adolescent-context relations suggests that the cognitive, behavioral, and temperamental adjustment of the adolescents is closely interlinked with the quality of experiences that they have in their immediate network of family, school/work associates, and peer group.

There exists a sharp gap in India between the percentage of population of children (10 to 15 percent) who need help for emotional or behavioral difficulties and the health care services provided to them through paraprofessionals like health workers, teachers, and counsellors (Verma & Saraswathi, 2002). In this scenario, it becomes all the more crucial for outlets where children exhibiting difficulties can be counselled to make adjustments to the growing demands around them.

Given the backdrop, the present course recognizes the need for provision of services and research for children and goes a step further from the several exclusively child-centered, academic, and vocational, approaches offered by other guidance and counselling courses. It aims to cater to the holistic needs of
children both within and outside their families. Students will be trained to use a combined individual and family therapy approach to understand the strong interplay between external and internal stress on the family level for children as suggested by several researches (Bharat, 1991; Srinivasan & Raman, 1987). Finally, the course also proposes to train students to sensitively reach out to those children who are not enrolled in schools, through select NGOs.

Objectives

1. The main objective of this course is to impart advanced knowledge in guidance and counselling psychology to students as able counsellors.
2. The course aims at enhancing the knowledge base and skills of students for child and adolescents counselling in school and in non-school settings.
3. Adopting a family centered approach to counselling to sensitize students to the affective and developmental needs of children/adolescent within a family setting.
4. The aim of this course is also to take a step forward in meeting the increasing need for counsellors and professionals required for dealing with children and adolescent developmental difficulties, behavioral, and psychological problems.
5. To sensitize and initiate the students to the process of research through intensive case studies, documentation of data, and it's dissemination through scientific writing.
6. Networking and liaison with organization/systems/committees involved in the care of children and adolescents such as education, health, employment, and law sectors acting in the best interest of the child.

Job avenues

- Students will find placements in schools and select government organizations (such as the organization for Integrated Child Development Services) that provide counselling services for children, women, and families in distress. Besides that the psychiatry and clinical psychology departments of Government and private hospitals that offer counselling services to their patients will also be some of the possible job avenues for the students.
- Following the completion of the course placement services will also be possible in some of the Non-Government Organizations such as Prerana, and Youth and Technical Training Services, ICCW, Family counselling centers that also provide rehabilitative services to underprivileged children and youth.
• The current scenario of opening up help line services for children and families will offer challenging job avenues for the students and provide them with an opportunity to make practical use of their skills in counselling.

• Besides this there is also an opportunity for the students to open their own guidance and counselling centers.

• The course will also facilitate in improving the educational qualification and competencies of in-service teachers who can make use of these in counselling students and their parent in the school context (pre-nursery to high school).

**Network with other agencies for field placement in Chandigarh**

The following centers are proposed to be involved:

1. Post Graduate Institute for Medical Education and Research: Child and Adolescent Psychiatry clinics at Department of Psychiatry/Adolescent Counselling Center/ Child Help line/ Pediatrics.

2. State Institute for Education: Guidance and Counselling Center, Sector 32, Chandigarh.

3. De-addiction Center: Lajpat Rai Bhawan, Sector 15, Chandigarh.

4. Government Home Sciece College: Center for Child and Family Well-being, Sector 10, Chandigarh (to be started as proposed).


6. Government Medical College Hospital: Department of Psychiatry, Sector 32, Chandigarh.

7. Women and Child Support Unit, with the police Department, Chandigarh.

8. Other NGOs working for child and family welfare.
ADVANCED POST GRADUATE DIPLOMA IN CHILD GUIDANCE AND FAMILY COUNSELLING

OUTLINES OF TESTS

Students will pursue the following theory courses along with the practicum and internship.

Paper 1: Counselling for Life Span Development and Behavioral Adjustment 4 Credits 100 Marks

Paper 2: Dynamics of Family Relations 3 Credits 75 Marks

Paper 3: Principles of Guidance and Counselling 4 Credits 100 Marks

Paper 4: Techniques of Counselling 3 Credits 75 Marks

Paper 5: Counselling for Children and Families 3 Credits 75 Marks

Paper 6 Research Methods and Statistics 3 Credits 75 Marks

Supervised Practicum:

1. Psychological Tools and Testing 4 Credits 100 Marks
2. Group Guidance 4 Credits 100 Marks
3. Child and Family Counselling 3 Credits 75 Marks
4. Scientific Report Writing 2 Credits 50 Marks
5. Internship in Agencies 3 months

Total 33 Credits 825
Paper 1
Counselling for Life Span Development and Behavioral Adjustment
(Theory)
Marks: 100
External: 85
Internal: 15
Credit: 4 hours

Objectives: To enhance the knowledge of students on theoretical perspectives on behavior and development in order to be able to deal with counselling strategies more effectively.

Instructions to paper setters
Note:
1. Each theory paper will be of 3 hours duration.
2. Question paper should cover all the topics of the syllabus.
3. Questions should be short. Each question might have 3-4 parts.
4. There should be 8 questions in all with an internal choice in at least two questions.
5. The students are required to attempt only five questions in all.

Contents:

UNIT –I
1. Principles of human development
2. Factors affecting growth, development, and learning

UNIT –II
3. Theoretical perspectives on behavior and development:
   – Moral development, psychodynamic theory
   – Ecological model, cognitive model
   – Language theory and the behaviorists

UNIT –III
4. Determinants of behavior
   – Learning
   – Interpersonal experience
   – Sociocultural context (class, culture, family)
− Group membership
− Age/development stage
− Gender
− Intelligence (including emotional and social intelligence)
− Motivational states

UNIT –IV

4. The child in the community, family, and school setting

References:
Objectives: To introduce the students to family dynamics and acquaint them with the basic issues of family therapy and the formulation of treatment goals.

Instructions to paper setters

Note:
1. Each theory paper will be of 3 hours duration.
2. Question paper should cover all the topics of the syllabus.
3. Questions should be short. Each question might have 3-4 parts.
4. There should be 8 questions in all with an internal choice in at least two questions.
5. The students are required to attempt only five questions in all.

Contents:

UNIT –I
1. Family
   - Its changing structure
   - Social change and future trends
2. Significance of family relations and its impact on well being of individual members.

UNIT –II
3. Parent child relationship including socialization and disciplinary techniques
4. Marital issues
   a) Marriage trends and characteristics across cultures: traditional and nontraditional models
      - Contributory factors of marital discord/ dysfunctional relationships and its consequences on child’s psychosocial development.
      - Counselling needs of children/adults emerging from marital problems.
UNIT –III

6. Theoretical orientations related to family and marital relations:
   (b) Family systems theory
   (c) Theories related to family therapy
   (d) Theories related to marital therapy

UNIT –IV

6. Crisis intervention counselling. Counselling for special groups
   – Families in crisis situation
   (e) Terrorist victims
   (f) Child abuse
   (g) Single parents
   (h) HIV/AIDS
   (i) Juvenile delinquents
   (j) Parent deployment
   (k) Drug addicts

7. Health and value education

References:
Paper 3
Principles of Guidance and Counselling
(Theory)

Marks: 100
External: 85
Internal: 15
Credit: 4 Hours

Objectives: To acquaint students with the need and significance of guidance and counselling at different stages of life span and sensitize them to deal effectively with children in different settings.

Instructions to paper setters

Note:
1. Each theory paper will be of 3 hours duration.
2. Question paper should cover all the topics of the syllabus.
3. Questions should be short. Each question might have 3-4 parts.
4. There should be 8 questions in all with an internal choice in at least two questions.
5. The students are required to attempt only five questions in all.

Contents:

UNIT –I

1. Meaning, aims, basic assumptions, and principles of guidance and counselling.
2. Need and importance of child and family guidance.

UNIT –II

4. Guidance and counselling of children at home and at school
   – Early childhood years
   – Elementary school years
   – Middle years
UNIT –III

5. Adolescence with special reference to
   - Academic stress
   - Time management
   - Study skills
   - Stress management
   - Sex education
   - Heterosexual relationships

6. Need of vocational counselling at the school and college level.

UNIT –IV

7. Theories of guidance and counselling
   - Person centred theories
   - Rational –emotive theories
   - Behavioural theories
   - Indian therapeutic approaches

8. Current trends and issues in guidance and counselling

References:


Objective: To introduce the students to the techniques and procedures of counselling.

Instructions to paper setters

Note:
1. Each theory paper will be of 3 hours duration.
2. Question paper should cover all the topics of the syllabus.
3. Questions should be short. Each question might have 3-4 parts.
4. There should be 8 questions in all with an internal choice in at least two questions.
5. The students are required to attempt only five questions in all.

Contents:

UNIT –I
1. (a) Role, qualities, and skills of a counsellor (observation, listening, communication skills)
   (b) Professional ethics: Education and training of the counsellor.

UNIT –II
2. Group techniques in guidance and counselling: Application of the experiential processes in group settings.
3. Play therapy, socio drama, psychodrama, and dramatization.

UNIT –III
4. Techniques of child counselling with a special emphasis on:
   – Understanding differences between counselling with adults and counselling with children.
   – Making use of trans disciplinary approach in various contexts.
UNIT –IV

5. Making use of alternate forms of therapy in counselling
   – Yoga
   – Reiki
   – Life skills education

References
Objectives: To develop an understanding about the needs of special children and their families.

Instructions to paper setters

Note:

1. Each theory paper will be of 3 hours duration.
2. Question paper should cover all the topics of the syllabus.
3. Questions should be short. Each question might have 3-4 parts.
4. There should be 8 questions in all with an internal choice in at least two questions.
5. The students are required to attempt only five questions in all.

Contents:

UNIT –I

1. Introduction to the special conditions, needs, and rights of children families.

UNIT –II

2. Guidance and counselling of children with special needs with emphasis on: identification, characteristics, education, rehabilitation, and parenting:
   – Scholastic backwardness
   – Emotional and behavioural problems(mental illness)
   – Developmental problems and specific developmental delays
   – Childhood psychosis and other major mental disorders
   – Mental retardation
   – Visual impairment
– Hearing impairment
– Speech and language disorder
– Physical handicap
– Learning disability
– Gifted children

UNIT –III

3. Knowledge and skills in designing, implementing, and monitoring individualized family service plans including developing goals for special circumstances that the families are in.

UNIT –IV

4. Childhood mental disorders
   – Autism
   – Childhood schizophrenia
   – Childhood depression
   – Enurism
   – Anxiety disorders
   – Eating and elimination disorders

References:
Objectives: To be able to apply appropriate research methods and statistical knowledge in the scientific evaluation processes.

Instructions to paper setters

Note:
1. Each theory paper will be of 3 hours duration.
2. Question paper should cover all the topics of the syllabus.
3. Questions should be short. Each question might have 3-4 parts.
4. There should be 8 questions in all with an internal choice in at least two questions.
5. The students are required to attempt only five questions in all.

Contents:

UNIT –I

1. Research Methods:
   - Meaning and need of research in guidance and counselling.
   - Types of research and research design.
   - Data gathering instruments and techniques: Questionnaires, Interviews, observation, attitude scales, rating scales, psychological tests, self reports, testing and non testing techniques.

UNIT –II

2. Understanding ways of presentation of qualitative and quantitative data.
   - Understanding the case study approach.
   - Concept of measurement and evaluation.
   - Different types of norms: age, grade, percentile, decile, stanine, t-scores, z-scores.
   - Validity, reliability, and standardization of tests.
UNIT –III

3. Statistics
   – Role of statistics in research
   – Descriptive statistics, classification, tabulation, frequency distribution and diagrammatic representation of data.
   – Measures of central tendency: Mean, median, mode.
   – Probability, definition, normal probability curve, and its application.
   – Correlation test, t-test, chi square test.

UNIT –IV

4. Gaining familiarity with the usage of computer based statistical analysis by applying software packages such as SPSS (quantitative analysis) and Atlas (qualitative analysis).

References:

Practical 1
Psychological Tools and Testing

Objective: Clinical testing of subjects in individual or group situations for diagnostic purposes

Contents:

1. Appraisal techniques
   (a) Testing Techniques
      Standardized versus teacher made tests
      Individual versus group made tests
      Speed versus power tests
      Performance versus paper and pencil test
      Objective versus subjective tests
      Maximum versus typical performance tests
      Norms versus criterion reference tests
   (b) Sociometry
2. Mental ability test
   Mental ability test for infants and preschoolers (any one)
   Intelligence tests for children (verbal and performance) (any one)
   Intelligence tests for adults (any one)
   Test for EQ (Any one)
3. Interest test
4. Creativity test
5. Personality test
   - Personality questionnaire (any one)
   - Any two personality tests involving projective techniques
6. Anxiety test (any one)
7. Self concept questionnaire (any one)
8. Depression scale
9. Achievement motivation scale
10. Test related to family
   - Family relationship inventory
   - Child rearing practices

11. Mental health questionnaire – any one

12. Test related to adjustment and marriage
   - Marital adjustment inventory

13. Case study of a clinical subject (any one)
Practical 2
Group Guidance

Marks: 100
External: 50
Internal: 50
Credit: 4 hours

Objectives: To give a practical on field experience to students and to enable them to put theory into practice.

Contents:
1. To have a baseline survey of schools /counselling centres in the city for the existing incidence of behavioral and psychological problems among students.
2. Developing competencies, usage, and application of micro skills in counselling.
3. Requisites of a child and a family counselling centre: Planning, organization, and management aspects.
4. Initiate the process of generating awareness among the residents of the city by undertaking a focused campaign that display material related to child /parent /guidance in schools or community centres with an opportunity for individual need based guidance.
5. Critically examine, observe, and document interaction patterns and dynamics within small groups.
6. Conduct guidance sessions with need based groups and individuals.
7. Institutional visits, critical evaluation of current guidance and counselling programs being run in the city.
Practical 3  
Child and Family Counselling

Marks: 75  
External: 25  
Internal: 50  
Credit: 3 hours

Objectives: To teach the students about the development of case study reports and effective counselling strategies based on it.

Contents:

1. Applying the major psychotherapy techniques – psychodynamic theory, cognitive and behavioural approaches, multicultural counselling and family therapy in role play interview session by students. To be translated later into real life situation involving family counselling with a subject.
2. Case study of a person with any one of the following problems: emotional, behavioural, social, educational, and family conflict.
3. Conducting parent/teacher workshops related to family and child well being.
4. Exposure to different modes of counselling (on line, telephonic).
Practical 4
Scientific Report Writing

Marks: 50
External: 25
Internal: 25
Credits: 2 hours

Objectives: To provide an experience to the students to conduct a short term study and its presentation in a scientific way (based on the examples set in the updated version of the American Psychological Association Manual)

Contents:

1. Selection of a problem
2. Collecting review of literature and formulating hypothesis
3. Methodology
4. Data and its treatment /analysis
5. Findings, conclusions ,applications
6. Suggestions for further research
7. Scientific report writing
Internships in Agencies

Objective: To provide an experience in guidance and counselling wherein students under supervision, counsel individuals and groups in the area of child and family well being.

After completion of the course work the students will complete a three months internship period working in agencies that provide guidance and counselling services for individuals and families. They shall assist in identifying /diagnosing the problems, recording histories, using testing and non –testing techniques and suggesting remedial measures. Acquisition of a satisfactory report from the respective agency will be a must for obtaining the degree. One staff member will be responsible for internship placement of the students, liaison with the field agency, preparation of the students for the placement and checking the reports. The faculty will get an allocation of 3 credits in the time table as workload for this course.

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