

**P.G DIPLOMA
IN
ADVANCED GUIDANCE AND COUNSELING**

Course Structure and Syllabi
(w.e.f- 2025-26 admitted Batch)



**THE APOLLO UNIVERSITY MURUKAMBATTU -
CHITTOOR (Dt) 517127 ANDHRA PRADESH**

P.G DIPLOMA IN ADVANCED GUIDANCE AND COUNSELING

Preamble:

The is designed to equip students with the knowledge, skills, and ethical foundations needed to support individuals in overcoming personal, social, and emotional challenges. In an increasingly complex world, where mental health concerns are on the rise and individuals face various personal and professional dilemmas, the role of counselors and guidance professionals has never been more crucial.

This program combines theoretical understanding with practical applications, providing students with expertise in psychological counseling, career guidance, and therapeutic interventions. The curriculum covers a wide range of topics, including counseling theories, mental health issues, communication skills, career development, and crisis intervention. Through a mix of classroom learning, fieldwork, and supervised counseling practice, students will develop the competencies required to serve diverse populations, from children and adolescents to adults and families.

Graduates of this program will be prepared to work in various settings, including schools, colleges, healthcare centers, rehabilitation centers, NGOs, and private practice. The Post Graduate Diploma in Professional Guidance and Counselling aims to produce professionals who not only guide individuals in their personal growth but also help them make informed decisions regarding their academic, career, and life paths, thereby contributing to a more supportive and compassionate society.

Objectives and outcomes of the programme:

The Objectives of the programme are

1. To equip students with a solid understanding of various counseling approaches and therapeutic techniques to effectively address the emotional and psychological needs of individuals.
2. To develop essential communication, active listening, and empathy skills, enabling students to build trust and create supportive relationships with clients.
3. To prepare students to identify, address, and support individuals dealing with mental health concerns, fostering emotional resilience and well-being.
4. To provide students with the skills to offer career counseling and guidance, helping clients make informed academic and career choices based on their personal strengths and goals.
5. To ensure students gain hands-on experience through fieldwork and supervised practice, while maintaining professional ethics and confidentiality in all counseling interactions.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1: To develop an in-depth understanding of the fundamental concepts, theories, and practices in guidance and counseling.

PEO 2: To equip students with the ability to conduct psychological assessments, interpret results, and implement appropriate counseling interventions.

PEO 3: To apply psychological principles and therapeutic approaches in counseling individuals, families, and groups for mental well-being.

PEO 4: To equip ethical practices and professional integrity in counselling, ensuring confidentiality and adherence to psychological standards.

Program Outcomesn (PO):

PO1: Graduates will be proficient in applying various counseling theories and techniques to effectively address emotional, psychological, and personal challenges.

PO2: Graduates will develop excellent communication, active listening, and empathy, enabling them to build trusting, supportive relationships with clients.

PO 3: Graduates will be capable of identifying mental health issues and providing interventions that promote emotional resilience and well-being in clients.

PO 4: Graduates will be skilled in offering career counseling and guidance, helping clients make informed academic and career decisions.

PO 5: Graduates will adhere to ethical standards, maintaining confidentiality and professionalism in all counseling practices while working with diverse populations.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

After successful completion of the program, graduates will be able to:

PSO 1: Demonstrate a comprehensive understanding of the theories and principles of guidance and counseling.

PSO 2: Apply psychological assessment techniques effectively in diverse counseling contexts.

PSO 3: Utilize evidence-based therapeutic approaches for mental health support across different populations.

PSO 4: Exhibit professional and ethical conduct while practicing counseling in varied settings.

Demand for the programme:

The demand for the Post Graduate Diploma in Advanced Guidance and Counselling is fuelled by the increasing awareness of mental health issues, the need for career counseling in a dynamic job market, and rising stress among students and professionals. Governments, educational institutions,

and workplaces are prioritizing mental health support, creating diverse career opportunities for qualified counselors in schools, healthcare centers, NGOs, and corporate sectors. This growing societal focus on emotional well-being and career development ensures a strong and expanding demand for skilled counseling professionals.

Scheme of the program:

Eligibility criteria:

A Bachelor's degree in Psychology, Social Work, Education, or any related field from a recognized university. Candidates with a Bachelor's degree in any discipline, along with relevant work experience or certifications in counselling, may also be considered. A minimum of 50% aggregate marks in the qualifying degree (may vary depending on institutional requirements).

Institutional/ industrial tie ups for the new program if any: -- to be specified

Manpower requirement:

Present Faculty are qualified to teach the subjects.

Infrastructure requirement: Available already within the department.

Career opportunities:

Graduates of the Post Graduate Diploma in Advanced Guidance and Counselling can pursue diverse career opportunities in fields such as school and college counseling, career guidance, mental health counseling, and corporate wellness. They can work in educational institutions, healthcare settings, NGOs, or corporate environments, offering services ranging from academic and career counseling to mental health support and rehabilitation. Graduates may also establish private practices or engage in research to advance counseling methodologies, addressing the growing demand for skilled professionals in mental health and guidance.

Intake of students proposed: 40 seats

Tentative tuition Fees =Rs 60,000 to 65, 000 / semester (Proposed)

Admissions based on : The selection will be based on their performance in the Entrance Test and selection will be determined by the basis of marks obtained in entrance test conducted by the respective university/affiliating university/ institution.

Syllabus - P.G DIPLOMA IN ADVANCED GUIDANCE AND COUNSELING

Duration: 1 Year (Two Semesters)

Total Credits: 44 Credits

Semester I

PaperNo.	Title	Credit
AGCT8501	Principles of Guidance and Counseling	4
AGCT8502	Personality	4
AGCT8503	Mental Health and Disorders	4
AGCT8504	Counselling Process and Skills	4
AGCT8505	Psychological Assessment	4
AGCL8501	Practical I -Psychological Assessment	2
	Total Credits	22

Semester- II

PAPER NO.	TITLE	CREDIT
AGCT8506	Child and Adolescent Counselling	4
AGCT8507	Marital and Family Counselling	4
AGCT8508	Counseling in Organizational Settings	4
AGCT8509	Counseling in Special Areas	4
AGCT8510	Therapeutic Approaches inCounselling	4
AGCC8501	Practical II - CaseStudies	2
	Total Credits	22

Syllabus - P.G DIPLOMA IN ADVANCED GUIDANCE AND COUNSELING

Duration: 1 Year (Two Semesters)

Total Credits: 44 Credits

SEMESTER_1						
Course Code	Course Name	Periods per week			Credits	Hours per week
		L	T	P		
AGCT8501	Principles of Guidance and Counseling	4	0	0	4	4
AGCT8502	Personality	4	0	0	4	4
AGCT8503	Mental Health and Disorders	3	1	0	4	4
AGCT8504	Counselling Process and Skill	3	1	0	4	4
AGCT8505	Psychological Testing	3	1	0	4	4
AGCL8501	Practical- Psychological Assessment	0	0	4	2	4
--	Mentoring	0	0	0	0	1
--	Physical Activity	0	0	0	0	2
--	Library	0	0	0	0	3
--	Co-Curricular	0	0	0	0	2
--	Extra curricular	0	0	0	0	2
--	Soft Skills	0	0	0	0	2
TOTAL		17	3	4	22	36

Course Code	Course Title	Course	Credit	Evaluation			Time allotted for exam
				CE	SEE	Total	
AGCT8501	Principles of Guidance and Counseling	Core	4	40	60	100	3 hrs
AGCT8502	Personality	Core	4	40	60	100	3 hrs
AGCT8503	Mental Health and Disorders	Core	4	40	60	100	3 hrs
AGCT8504	Counselling Process and Skill	Core	4	40	60	100	3 hrs
AGCT8505	Psychological Testing	Core	4	40	60	100	3 hrs
AGCL8501	Practical- Psychological Assessment	Lab	2	80	20	100	2 hrs
TOTAL		22			600		

CE- Continuous Evaluation

SEE- Semester-end examination

SEMESTER_2						
Course Code	Course Name	Periods per week			Credits	Hours per week
		L	T	P		
AGCT8506	Child and Adolescent Counselling	4	0	0	4	4
AGCT8507	Marital and Family Counselling	4	0	0	4	4
AGCT8508	Counseling in Organizational Settings	3	1	0	4	4
AGCT8509	Counseling in Special Areas	3	1	0	4	4
AGCT8510	Therapeutic Approaches in Counselling	3	1	0	4	4
AGCC8501	Case Studies	0	0	4	2	4
--	Mentoring	0	0	0	0	1
--	Physical Activity	0	0	0	0	2
--	Library	0	0	0	0	3
--	Co-Curricular	0	0	0	0	2
--	Extra curricular	0	0	0	0	2
--	Soft Skills	0	0	0	0	2
TOTAL		17	3	4	22	36

Course Code	Course Title	Course	Credit	Evaluation			Time allotted for exam
				CE	SEE	Total	
AGCT8506	Child and Adolescent Counselling	Core	4	40	60	100	3 hrs
AGCT8507	Marital and Family Counselling	Core	4	40	60	100	3 hrs
AGCT8508	Counseling in Organizational Settings	Core	4	40	60	100	3 hrs
AGCT8509	Counseling in Special Areas	Core	4	40	60	100	3 hrs
AGCT8510	Therapeutic Approaches in Counselling	Core	4	40	60	100	3 hrs
AGCC8501	Case Studies	Lab	2	80	20	100	2 hrs
TOTAL			22			600	

CE- Continuous Evaluation

SEE- Semester-end examination

P.G DIPLOMA IN ADVANCED GUIDANCE AND COUNSELING

SEMESTER-I

AGCT8501 Course Name: PRINCIPLES OF GUIDANCE AND COUNSELLING

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4 0 0 4

Course Description:

This course provides an in-depth understanding of guidance and counseling, focusing on its meaning, purpose, and evolution as a helping profession. It covers counseling processes, skills, types, and theories, emphasizing individual and group approaches. The course also explores the integration of psycho-social-cultural factors, modern AI-driven tools in mental health care, and ethical considerations in counseling.

Course Objectives:

Students undergoing this course are expected to:

1. To understand the meaning, purpose, and scope of guidance and counselling as a professional practice.
2. To explore various counselling techniques, skills, and ethical standards essential for effective counselling.
3. To examine the importance of educational, vocational, and personal guidance
4. To analyse group counselling processes, activities, and their significance in addressing group dynamics.
5. To provide an in-depth understanding of the Sustainable Development Goals (SDGs), with a focus on SDG 3 (Good Health and Well-being) and its relevance to mental health.

Unit-I : Introduction

(12 Hours)

Counselling and Guidance – Meaning, Purpose and Scope, development of Counselling and guidance, our heritage from past, Counselling as helping profession, Types of Counselling Directive, Non-directive, individual and group Counseling.

Unit-II : Counseling Process

(12 Hours)

Process of Counselling. Introduction, In-Depth Communication, Suggestion. Skills in Counselling. Listening, Questioning, Responding. Role of Counsellor and Professional ethics of Counsellor

Unit-III: Individual and Group Guidance and Counselling

(12 Hours)

Functions of Guidance. Educational Guidance Need and Importance. Vocational Guidance - Need and Importance. Personal Guidance - Need and Importance. Goals of Counseling, Theories of Counseling.

Types of Groups, Group Guidance. Group guidance activities, Group therapy Group Counselling. Group process. Issues in Groups. Values and counselling

Unit-IV: Psychosocial- cultural factors of behaviour (14 Hours)

Artificial Intelligence in Mental Health Care: Opportunities and Challenges. AI-Driven Tools for Counselling: Chatbots, Virtual Therapists, and Predictive Analytics. Ethical Concerns in Using AI for Guidance and Counselling. Integrating AI with Traditional Counselling Techniques.

Unit V: Sustainable Development Goals (SDGs) and Health in Counseling (10 Hours)

Overview of SDG 3 (Good Health and Well-being) and its relevance to counseling psychology. Addressing disparities, stigma, and culturally competent counseling for diverse populations. Counseling Interventions for SDG Goals – Evidence-based techniques, trauma-informed care, and digital mental health initiatives. Policy, Advocacy, and Future Directions – The role of counselors in shaping mental health policies, advocacy, and sustainable development.

Total: 60 Hrs

Course Outcomes:

At the end of this course, students should be able to:

1. Able to explain the meaning, purpose, and scope of counseling and guidance, including its historical development.
2. Able to demonstrate essential counselling skills with an understanding of the counseling process.
3. Identify the functions and significance of individual guidance in educational, vocational, and personal contexts, while assessing group counseling approaches, group dynamics, and ethical considerations in group guidance activities.
4. Explore the opportunities and challenges posed by AI-driven tools in mental health care.
5. Apply counseling strategies to address mental health disparities and contribute to sustainable development efforts.

Text Books:

1. Gibson Robert & Mitchell Marianne (2005) Introduction to Guidance and Counseling, 6th Edition, Prentice Hall of India, New Delhi.
2. Samuel T. Gladding and Promila Batra Counseling (2018) A Comprehensive Profession. Pearson

Reference Books:

1. Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.
2. Sharma Ramnath and Sharma Rachana (2004) Guidance and Counseling in India, Atlantic Publishers and Distributors, New Delhi.

Course Description:

This course will introduce the basics of personality, theory, concepts and implications in the context of personality disorders. The course will help to understand the psycho-pathology and its implications in health systems.

Course Objectives:

Students undergoing this course are expected to:

1. Acquire knowledge on common personality theories.
2. Learn about various type of personalities
3. Assess the personality with appropriate techniques.
4. Learn disorders of personality
5. Understand the impact of personality on health.

Unit I: Introduction**(10 Hours)**

Meaning, definition of personality; topography, Types of Personality- Driver, Expressive, Amiable, and Analytical; Nature of personality; Biological foundations of personality; Culture, gender and personality; Different perspectives of personality: trait and type, psycho- dynamic, phenomenological and humanistic.

Unit II: Theories of personality**(13 Hours)**

Type theories; Trait theories; Psychodynamic theories: Freud, Jung, Adler, Erik Erikson; Humanistic-Rogers, Maslow, Social Learning and Cognitive theories.

Unit III: Personality assessment**(13 Hours)**

Observation- naturalistic observation, structured observation, participant and non-participant observation; Questioners- self-report and clinician-based; Interview- structured, unstructured, assessment centers, check list, role-playing exercises; Projective techniques- Rorschach, TAT, CAT.

Unit IV: Alterations in Personality**(12 Hours)**

Personality related issues- ill-tempered, withdrawal, aggressive type; Personality disorders- Depended and demanding behavior, Borderline, Schizoid, Anxious avoidant, Psychopathy (antisocial), Obsessive Compulsive.

Unit V: Implications to health**(12 Hours)**

Personality types and relationship with health conditions; Psychoanalytic concept related to mental health; Trauma and Stress Mechanisms, Health-Behavior Mechanisms & Social Relationships; Mind-Body Connection, Resilience and health; Personality and adjustment issues. Types of Adjustment, Factors leading to Maladjustment, Measuring Adjustment.

Total - 60 Hours**Course Outcomes:**

At the end of this course, students should be able to:

1. Gain knowledge on types of personality and able to deal in daily life.
2. Apply the personality theories at appropriate time.
3. Deal with patients who are suffering with personality problems..
4. Assess the personality of the people using appropriate tools.
5. Analyse the personality in the health related concepts and pathology.

Text Books:

1. Hall, Lindzy and Cambell (2007): Theories of personalities (4th ediction), India, Weley, Pvt. Ltd.
2. Baron, R. A. & Misra, G. (2014). Psychology, 5th ed. New Delhi: Pearson Education.

References:

1. Maslow, A. H. (1943). A theory of human motivation. Psychological review, 50(4), 370-396.
2. Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. American psychologist, 65(2), 98-109.
3. Friedman, H. (2008). Humanistic and positive psychology: The methodological and epistemology. Volume - 36 (2).

AGCT8503

Course: MENTAL HEALTH AND DISORDERS

L T P C

3 1 0 4

Course Description:

This course explores the fundamentals of mental health and the classification, causes, and treatment of mental disorders. Students will gain insights into biological, psychological, and sociocultural factors influencing mental health, along with strategies for prevention and intervention. The curriculum emphasizes understanding global perspectives, addressing stigma, and evaluating mental health policies and innovations. By the end of the course, students will be equipped with the knowledge and skills to critically assess and contribute to mental health care and advocacy.

Course Objectives:

Students undergoing this course are expected to:

1. To develop a deep understanding of the concept of mental health, its significance
2. To familiarize students with the classification systems and categories of mental disorders
3. To analyse the multifactorial causes and risk factors influencing mental disorders
4. To explore various treatment approaches and management strategies for mental disorders.
5. To promote awareness of mental health policies, global perspectives, and innovative trends.

UNIT – I: Introduction to Mental Health

(12 Hours)

Definition and Importance of Mental Health. Historical Perspectives on Mental Health. Models of Mental Health: Biological, Psychological, and Social Perspectives. Determinants of Mental Health: Biological, Environmental, and Socioeconomic Factors.

UNIT –II: Classification of Mental Disorders

(12 Hours)

Overview of DSM-5 and ICD-11 Classification Systems. Similarities and differences in classification and diagnosis. Major Categories of Mental Disorders: Mood Disorders, Anxiety Disorders, Schizophrenia, Psychotic Disorders.

UNIT – III: Major categories of Mental Disorders

(12 Hours)

Personality Disorders. Neurodevelopmental Disorders, Substance Use Disorders. Post-traumatic stress disorder, eating disorders

UNIT-IV: Treatment and Management of Mental Disorders (12 Hours)

Psychotherapeutic Approaches: Cognitive Behavioral Therapy (CBT), Psychodynamic Therapy Humanistic Therapy. Alternative and Complementary Therapies: Mindfulness, Art Therapy, Yoga and meditation

UNIT-V: Prevention, Policy, and Global Perspectives on Mental Health (12 Hours)

Mental Health Policies and Programs in India and Globally. Role of WHO and UN Agencies in Promoting Mental Health. Addressing Stigma and Promoting Mental Health Awareness. Innovations and Future Directions in Mental Health . Virtual Reality Therapy, Teletherapy, AI in Mental Health.

(Total Hours – 60 Hrs)

Course Outcomes:

At the end of this course, students should be able to:

1. Able to Demonstrate a comprehensive understanding of mental health concepts
2. Able to Differentiate between major categories of mental disorders and apply knowledge of classification systems to real-world case studies.
3. Analyse the biological, psychological, and sociocultural factors contributing to mental health challenges
4. Evaluate and compare various therapeutic approaches, including traditional and alternative methods.
5. Critically assess mental health policies, global initiatives, and innovations

Text books:

1. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders- DSM 5 (5 th ed.), Washington D.C: American Psychiatric Publishing.
2. Sadock, B.J., Sadock, V.A, & Ruiz, P. (2015). Kaplan and Sadock's Synopsis of Psychiatry, Behavioral Sciences / Clinical Psychiatry (11 thed.). NewDelhi: Wolter Kluwe

Reference Books:

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). Abnormal Psychology (16th ed.), England: Pearson Education Ltd.

Course Description

The Counseling Process and Skills course provides a comprehensive understanding of the fundamental stages and techniques involved in counseling. It equips students with the knowledge and practical skills necessary for establishing effective counseling relationships, exploring client issues, and implementing appropriate interventions. The course emphasizes active listening, empathy, non-verbal communication, and problem-solving techniques.

Course Objectives:

1. To understand the stages of the counseling process and the fundamental principles of counseling.
2. To develop essential skills required for effective counseling, including communication and intervention techniques.
3. To explore the ethical and cultural dimensions of counseling practice.
4. To enhance self-awareness and reflective practices in counseling.
5. To equip students with strategies for dealing with various client issues across diverse contexts.

Unit I: Introduction**(10 Hrs)**

Definition and Scope: Nature and goals of counseling, types of counseling, Historical Perspectives and Theoretical Approaches. Ethical Frameworks: Principles of counseling ethics, confidentiality, and professional boundaries.

Unit II: Counseling Process**(14 Hrs)**

Stages of Counseling, Establishing rapport and building a relationship. Assessment. Goal setting and intervention planning. Termination and follow-up. Client-Centered Counseling: Empathy, unconditional positive regard, and active listening. Barriers to Counseling: Resistance, transference, countertransference.

Unit III: Essential Counseling Skills**(12 Hrs)**

Communication Skills: Active listening, paraphrasing, summarizing, questioning, and reflection.

Non-Verbal Communication: Importance of body language, eye contact, and tone. Empathy and

Building Trust: Techniques for creating a safe and supportive environment.

Unit IV: Counseling Strategies and Techniques

(12 Hrs)

Intervention Techniques: Cognitive restructuring, relaxation techniques, mindfulness, and solution-focused strategies. Behavioral Techniques: Reinforcement, modeling, and systematic desensitization. Narrative and Art Therapy, Crisis Counseling: Immediate interventions for trauma, grief, and emergencies.

Unit V: Practical Applications

(12 Hrs)

Counseling in Specific Contexts: Career counselling, School counseling, Family and marriage counseling. Counseling for mental health issues. Emerging Trends in Counseling: Online/virtual counseling, use of AI and technology in counseling practices.

Course Outcomes:

1. Understand and apply the stages of the counseling process in diverse contexts.
2. Demonstrate effective counseling skills, including active listening, empathy, and non-verbal communication.
3. Develop and implement intervention strategies for addressing client issues.
4. Exhibit ethical and cultural sensitivity in counseling practice.
5. Analyze and reflect on case studies to improve practical counseling skills.

TEXT BOOKS

1. Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata Mcgraw Hill Publishing Company Ltd.
2. Richanrd Nelson, Jones (2005). Introduction to Counselling skills, Tests and Activities (Second edition), New Delhi: Sage Publications.

REFERENCE BOOKS

1. Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.
2. Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.
3. Hensen, J.C., Steive, R.R &Waker, J.R. (1982). Counseling Theory and Process, NewYork: Allyb and Bean.

Course Description

This course explores the principles, theories, and methods of psychological measurement and assessment. It emphasizes the development, administration, scoring, and interpretation of psychological tests, covering reliability, validity, standardization, and ethical considerations. Students will learn about various types of assessments, including intelligence, personality, aptitude, and achievement tests, and their application in clinical, educational, and organizational settings. The course equips students with the knowledge and skills to critically evaluate psychometric instruments and their use in diverse cultural contexts.

Course Objectives

By the end of this course, students will be able to:

1. Understand the fundamental principles and theoretical foundations of psychological measurement and assessment.
2. Develop knowledge of test construction processes, including reliability, validity, and standardization methods.
3. Explore various types of psychological tests and their applications in clinical, educational, and organizational settings.
4. Acquire skills in administering, scoring, and interpreting psychological assessments ethically and accurately.
5. Analyse contemporary trends and challenges in psychometrics, including cross-cultural testing and technological advancements.

Unit I: Introduction to Psychological Measurement**(10 Hours)**

Definition and Scope of Psychological Measurement, History and Evolution of Psychological Testing
Importance and Applications of Assessment in Psychology

Unit II: Principles of Test Construction**(14 Hours)**

Steps in Test Development. Defining the Construct, Item Writing and Scaling. Pilot Testing and Item Analysis. Reliability: Concepts, Types -Test-Retest, Inter-Rater, Internal Consistency. Validity: Types - Content, Construct, Criterion-Related, Test Standardization and Norms -Age, Grade, Percentile, and Standard Scores

Unit III: Types of Psychological Tests**(12 Hours)**

Intelligence Tests- Theories of Intelligence - Spearman, Thurstone, Gardner, Tests: Wechsler Scales, Stanford-Binet. Personality Tests - Objective (MMPI, NEO-PI-R) and Projective (Rorschach Inkblot, TAT) Aptitude and Achievement Tests: Differential Aptitude Test (DAT), Scholastic Aptitude Tests.

Neuropsychological and Behavioural Assessments

Unit IV: Administration and Interpretation of Tests

(12 Hours)

Test Administration: Guidelines, Standard Procedures. Scoring and Interpretation: Raw Scores, Derived Scores, and Profiles. Interpretation Techniques. Role of the Examiner in Psychological Testing. Limitations of Psychological Tests.

Unit V: Contemporary Issues and Advances in Psychological Assessment

(12 Hours)

Computerized and Online Testing: Opportunities and Limitations. Advances in Psychometrics: Item Response Theory (IRT) and Computer Adaptive Testing (CAT). Use of Artificial Intelligence and Technology in Assessment. Current Trends and Future Directions in Psychological Measurement

Total – 60 Hrs

Course Outcomes

After completing this course, students will be able to:

1. Demonstrate a solid understanding of the concepts, principles, and processes of psychological assessment and measurement.
2. Evaluate the psychometric properties of tests and apply this knowledge to the critical selection of appropriate instruments.
3. Administer and interpret results from standardized psychological tests while maintaining ethical and professional standards.
4. Apply psychological assessments to address real-world problems in areas like mental health, education, and human resource management.
5. Critically assess the impact of technological and cultural advancements on psychological testing and explore innovative applications.

Textbooks

1. **Anastasi, A., & Urbina, S.** (1997). *Psychological Testing* (7th Edition). Pearson Education. A classic and comprehensive resource on psychological testing principles and applications.
2. **Gregory, R. J.** (2020). *Psychological Testing: History, Principles, and Applications* (8th Edition). Pearson Education.

Reference Books

1. Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological Testing: Principles, Applications, and Issues* (9th Edition). Cengage Learning.
 - Explores the theoretical and practical aspects of psychological testing, with a focus on contemporary issues.
2. Rust, J., & Golombok, S. (2014). *Modern Psychometrics: The Science of Psychological Assessment* (3rd Edition). Routledge.

PRACTICAL-I

AGCL8501

Practical- PSYCHOLOGICAL ASSESSMENT

L T P C

0 0 4 2

Course Description:

This course is a practical hand on experience to psychological test. It will introduce the different rating scales, assessment of memory function, semi-projective techniques and their application. This course aims to bridge the gap between theoretical concepts and practical applications of psychological assessment.

Course Objectives:

1. To understand about the objective personality assessment.
2. To understand about the projective personality assessment.
3. Acquired knowledge on application of personality assessment.
4. To understand the assessment of memory functions.
5. To understand the application of rating scales for case clarification.

List of Psychological Tools:

1. Bio feedback: GSR & Pulse- Relaxation Techniques: Hands on Experience
2. PGI Memory Scale (Adult)
3. Frustration Tolerance Scale
4. Social Phobia Inventory (SPIN) by Connor KM et al.
5. The Assertiveness Inventory by Robert and Michale
6. Mental Status Examination (MSE)
7. Rosenberg Self-Esteem Scale
8. General well-being Schedule
9. WHO Quality of Life-BRIEF
10. Aggression Questionnaire

Course Outcomes:

After completion of the course, students will be able to:

1. Demonstrate the semi-projective personality assessment tools.
2. Apply for diagnostic purpose.
3. Apply for understand dynamics of the individual.
4. Assess the severity of illness.

5. Apply for treatment purpose.

Text Books:

1. Ian McDowell (2006). *Measuring Health: A Guide to Rating Scale and Questionnaires* (3rd ed.). Published by Oxford University Press, Inc.
2. Anastasi & Urbani (2016). *Psychological Testing* (7th ed.). Pearson Education India.

References:

1. Gary Groth-Marnat. (2003). *Handbook of psychological Assessment* (4th ed.). USA: John Wiley & Sons, Inc.
2. <https://www.psychologytools.com>

SEMESTER II

AGCT8506 Course: CHILD AND ADOLESCENT COUNSELLING

L T P C

4 0 0 4

Course Description

This course explores the psychological, emotional, and social development of children and adolescents, focusing on their mental health challenges. Students will learn counselling theories, assessment techniques, and intervention strategies tailored to these age groups. The course emphasizes ethical considerations, family dynamics, and cultural sensitivity in counselling.

Course Objectives

1. To understand the developmental stages and psychological needs of children and adolescents.
2. To identify and assess mental health challenges and behavioural issues in these age groups.
3. To equip students with effective counselling techniques, including play therapy, CBT, and group counselling.
4. To address specific challenges like trauma, academic pressure, bullying, and identity issues.
5. To explore ethical considerations and integrate cultural sensitivity into counselling practices.

UNIT- I: Introduction to Child and Adolescent Counselling (12 Hours)

Developmental Perspectives: Stages of child and adolescent development (cognitive, emotional, and social). Theories of Development: Piaget, Erikson, Kohlberg, Vygotsky, and Bowlby. Understanding Mental Health: Common psychological issues in children and adolescents.

Unit II: Assessment and Diagnosis (12 Hours)

Assessment Tools and Techniques: Observations, interviews, checklists, and standardized tests. Diagnosing Mental Health Disorders: Anxiety, depression, ADHD, autism spectrum disorder, and conduct disorders. Case History Taking

Unit III: Counselling Techniques and Interventions (14 Hours)

Play Therapy: Techniques, benefits, and applications. Behavioral Interventions: Techniques such as reinforcement, cognitive restructuring, and role-play. Art and Music Therapy. Cognitive-Behavioral Therapy (CBT): Adapting CBT for children and adolescents. Group Counselling: Peer-based interventions for adolescents.

Unit IV: Addressing Specific Issues (12 Hours)

Academic and Career Challenges: School phobia, exam anxiety, and career counselling. Emotional and Behavioral Issues: Dealing with anger, grief, low self-esteem, and bullying. Trauma and Abuse, peer pressure, and relationships POSCO Act . Juvenile Delinquency, Juvenile Justice act, Substance Abuse and Behavioural Addictions,

Unit V: Contemporary Trends and Ethical Considerations (10 Hours)

Cultural Sensitivity in Counselling: Adapting approaches to diverse cultural backgrounds. Ethical Challenges: Confidentiality, informed consent, and working with minors. Emerging Issues: Screen addiction, cyberbullying, and the impact of social media.

(Total- 60 Hrs)

Course Outcomes

By the end of this course, students will be able to:

1. Analyze the developmental and psychological needs of children and adolescents.
2. Apply appropriate assessment tools and techniques to identify mental health challenges.
3. Develop and implement counselling strategies tailored to diverse issues in children and adolescents.
4. Demonstrate ethical and culturally sensitive approaches in counselling.
5. Address contemporary challenges, such as cyberbullying and screen addiction, using evidence-based practices.

Textbooks

1. Geldard, K., Geldard, D., & Foo, R. (2018). *Counselling Children: A Practical Introduction* (5th Edition). SAGE Publications.
2. Corey, G. (2017). *Theory and Practice of Counselling and Psychotherapy* (10th Edition). Cengage Learning.
3. Sharf, R. S. (2015). *Theories of Psychotherapy and Counselling: Concepts and Cases* (5th Edition). Cengage Learning.

REFERENCE BOOKS

1. Baggerly, J., Ray, D., & Bratton, S. (2010). *Child-Centered Play Therapy Research: The Evidence Base for Effective Practice*. Wiley.
2. American Psychological Association. (2021). *Publication Manual of the American Psychological Association* (7th Edition).

Course Description

This course provides an in-depth understanding of the principles, theories, and practices of marital and family counseling. It focuses on the dynamics of family systems, common marital and family issues, and effective counseling techniques. Students will explore various theoretical approaches, including structural, solution-focused, and psychodynamic therapies, while addressing real-world challenges such as parenting, trauma, and cultural diversity.

Course Objectives

1. To provide students with a foundational understanding of family systems
2. To familiarize students with key theories and approaches in marital and family counseling
3. To develop skills for assessing and diagnosing marital and family issues
4. To equip students with techniques to address common challenges in marital and family counseling
5. To foster cultural sensitivity and ethical decision-making in counseling practices

Unit I: Introduction**(10 Hours)**

Definition and Scope: Overview of marital and family counseling, differences between marital and family therapy. Historical Perspectives: Development of counseling theories and practices in family and marriage contexts. Understanding family dynamics, systems approach, and roles within the family.

Unit II: Theories and Approaches in Family Counseling**(14 Hours)**

Structural Family Therapy. Bowen's Family Systems Theory. Solution-Focused Brief Therapy (SFBT). Narrative Therapy. Psychodynamic Approach: Exploration of unconscious influences in family relationships. Behavioral and Cognitive Approaches: Techniques for communication improvement and problem-solving.

Unit III: Marital Counseling**(12 Hrs)**

Marital Relationship Dynamics: Stages of marriage, communication patterns, and conflict resolution. Common Issues in Marital Counseling: Infidelity, Domestic violence, Financial conflicts Sexual and intimacy issues. Pre-Marital Counseling.

Unit IV: Family Counseling Techniques**(12 Hrs)**

Assessment and Diagnosis: Family genograms, ecomaps, and assessment tools. Counseling Techniques. Role-playing, Reframing, Psychoeducation for families. Parenting skills: Blended families, Counseling families with children with disabilities.

Unit V: Advanced Issues in Marital and Family Counseling**(12 Hours)**

Crisis Intervention and Trauma Counseling: Counseling during bereavement, divorce, or major family crises. Technology in Counseling: Teletherapy and online family counseling practices. Gender and LGBTQ+ Issues in Family Counseling.

Total Hours – 60 hrs

Course Outcomes**After completing this course, students will be able to:**

1. Demonstrate a thorough understanding of family systems theory and its application in counseling.
2. Apply key counseling theories and techniques to address marital and family issues effectively.
3. Use assessment tools like genograms and ecomaps to identify and analyze family dynamics and challenges.
4. Design and implement intervention strategies to manage conflicts, improve communication, and promote relationship well-being.
5. Exhibit ethical awareness and cultural competence in providing counseling to diverse populations.

Textbooks

1. Goldenberg, H., & Goldenberg, I. (2017). *Family Therapy: An Overview* (9th Edition). Cengage Learning.

A comprehensive overview of family therapy theories, techniques, and applications.

2. Nichols, M. P., & Davis, S. D. (2020). *The Essentials of Family Therapy* (7th Edition). Pearson Education.

Focuses on key concepts and contemporary approaches in family therapy.

Reference Books

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy* (10th Edition). Cengage Learning.

Walsh, F. (2016). *Strengthening Family Resilience* (3rd Edition). The Guilford Press.

Highlights resilience-focused approaches in family counseling.

Course Description:

This course will be introduced the basic concept of organization behavior, group dynamics, organizational culture, leadership quality, organizational decision making etc. The course will also cover the motivation, personality, attitude, social perception and their influences in the organization. This course will also discuss coping with occupational stress.

Course Objectives:

1. To get knowledge on organization and organizational behaviour and understand their significance in the workplace.
2. To understand the factors influencing individual behaviour in organizational settings, including personality, perception, attitudes, and motivation.
3. To understand the concept of productive behaviour and its importance in organizational performance.
4. To grasp the significance of workplace counseling, including its definition, implementation strategies, and potential impact on employee wellbeing an organizational culture.
5. To examine various counseling models and techniques applicable to workplace settings and as well as acquire knowledge and skills to develop and implement strategies aimed at enhancing employee wellbeing, managing workplace conflicts

Unit 1: Basics of Organization and Organizational Behavior

Introduction to organizations- concept and characteristics of organizations; Typology of organizations; Theories of organizations: nature of organizational theory, Classical theories, Modern management theories.

Organizational Behaviour Concepts of Organizational Behaviour, Scope, Importance, Nature, characteristics, objective, principles of organizational behaviour and Models of OB.

Unit 2: Individual and Group Behaviour in Organizations

Introduction, Self-awareness, Perception and Attribution, Learning, Systems approach to studying organization needs and motives – attitude, values and ethical behavior, Personality, Motivation-Concept & Theories.

Group Behavior in Organization Foundations of group, group behavior and group dynamics, Advantages,

Types of group behavior, Leadership: Meaning, types, Theories and Perspectives on Effective Leadership, Power and Influence, managing Conflict and Negotiation skills.

Unit 3: Productive Behavior and Occupational Stress

Productive behavior - Meaning, dimension; Job analysis and Job performance – meaning, dimensions, determinants and measurement; Job satisfaction and organizational commitment - meaning, dimensions and measures roles and role clarity; Occupational stress – meaning, sources, theories and models, effects, coping mechanism, effects and management; Occupational stress in organizations.

Unit-4: Workplace counselling and its techniques

Counseling Skills : Attending behavior , Observation Skills, Microskills, Eliciting Client; Information, Reflective skills , Termination and Referral, Role of a Workplace counselor, Setting up counseling at workplace, Workplace Counseling: Target Clients, Readiness for Employee Counseling, Counseling & Employees Growth, Ethical Issues in Workplace Counseling.

Unit-5: Improving Workplace Health And Wellbeing

Enhancing psychological capital of teams; adapting an individual-level intervention for multilevel delivery and evaluation. Health promotion and wellness program. Counselling Skills Training for Managers in the organization, Employee Assistance Program (EAP), Online Workplace Counselling, Stress and Workplace Counseling, Work-Life Balance, Programs and interventions for psychological risk and worker well-being, Violence at workplace, Sexual Harassment & POSH.

Course Outcomes:

1. Students will demonstrate an understanding of the nature and scope of organizational behavior and its relevance in contemporary workplaces.
2. Students will analyze individual differences in the workplace and their impact on employee behavior and performance.
3. To understand the concept of productive behaviour and its importance in organizational performance.
4. To grasp the significance of workplace counseling, including its definition, implementation strategies, and potential impact on employee wellbeing an organizational culture.
5. To examine various counseling models and techniques applicable to workplace settings and as well as acquire knowledge and skills to develop and implement strategies aimed at enhancing employee wellbeing, managing workplace conflicts.

Text Books:

1. Kountz Harold, Heinz Weihrich, Management - A global perspective, 19th edition, Mc Graw

Hill International, New Delhi, 2005.

2. Luthans, S. (2008). Organisational Behaviour, 11th ed. Boston: McGraw Hill.

References:

1. L.M.Prasad, Principles and practice of Management, 6th edition, Sultan Chand Publishers New Delhi, 2001.

2. Stephen P. Robbins., Timothy A.Judge. & Seema Sanghi. (2010).Essentials of Organisational Behavior. 10th ed. Pearson Education Inc.

3. Luthans, S. (2008). Organisational Behaviour, 11th ed. Boston: McGraw Hill.

4. Newstrom J.W., & Davis, K.(1995).Human Behaviour at work: Organizational Behaviour. 11th ed. Mc Graw Hill Book Co.

AGCT8509 Course: COUNSELING IN SPECIAL AREAS

L T P C

3 1 0 4

Course Description:

"Counseling in Special Areas" is a specialized course that explores various dimensions of counseling within specific populations or contexts. Topics covered may include counseling techniques, assessment methods, ethical considerations, and cultural competence tailored to meet the needs of diverse groups such as children and adolescents, couples and families, individuals with disabilities, survivors of trauma, or individuals struggling with addiction, among others.

Course Objectives:

1. To familiarize students with the unique characteristics and challenges of counseling in specific areas or with particular populations.
2. To develop advanced counseling skills and techniques tailored to the needs of the target population or context.
3. To enhance students' understanding of ethical considerations and cultural competence relevant to counseling within these specialized areas.
4. To provide opportunities for students to engage in reflective practice and self-awareness regarding their own biases and assumptions when working with diverse populations.
5. To explore current research and best practices in counseling within specialized areas and encourage critical thinking and evidence-based decision-making.

Unit I: School and Career Counselling

(12 Hours)

School Counselling, Importance of School Counselling, Role of the School Counselor, Ethics in School Counselling, Scope of School Counselling, School Counselling in India, Career Counselling, Nature of Career Counselling, Structure of Career Counselling, Theories of Career Development, Trait and Factor Theory, Developmental Theories, Social-Cognitive Career Theory, Constructivist Career Theory, Career Counselling in India

Unit II: Counseling for Individuals with Disabilities

((12 Hours)

Counseling for Individuals with Disabilities, Physical, Psychological and Emotional Challenges of Disabilities, Inclusive Counseling Approaches, Role of Family and Support Systems

Unit-III: Counselling at Workplace**(12 Hours)**

Introduction, What is Workplace Counselling?, Nature and Culture of Organizations, Defining Workplace Counselling, History of Workplace Counselling, Models of Workplace Counselling, Purpose of Workplace Counselling, Benefits of Workplace Counselling, Setting up of Workplace Counselling in the Organization, Challenges to Counsellors in Workplace Counselling, Ethical Dilemmas faced by Counsellors in Workplace Counselling, Future Scope of Workplace Counselling

Unit IV: Women Counseling

Gender and Mental Health, Anxiety, Depression and Mood Disorders in Women, Trauma, Abuse, and PTSD in Women. Reproductive and Maternal Mental Health (Infertility, Postpartum Depression, Menopause) Workplace Stress, Gender Discrimination, and Empowerment Strategies

Unit- V: Indian Approaches to Counselling and Technology (12 Hours)

Introduction, Counselling in Indian Context: Indigenous Approaches, Implications of Indian Cultural Context for Counseling, Understanding Counselling and Technology, Online Counselling, Advantages of Online Counselling, Disadvantages of Online Counselling, Ethical Considerations.

Total: 60 Hours**Course Outcomes:**

By the end of the course, students should be able to:

1. Demonstrate an understanding of the unique characteristics and challenges faced by the children and adolescents.
2. Apply advanced counseling techniques and interventions tailored to meet the needs of within the specialized area school and career.
3. Evaluate ethical dilemmas and apply ethical principles in counseling practice within the Couple and Family counseling.
4. Demonstrate cultural competence and sensitivity in working with diverse populations, recognizing the impact of cultural factors on counseling relationships and outcomes.
5. Critically evaluate research literature and integrate evidence-based practices into counseling within Indian context and apply advanced techniques in counseling

TextBooks:

Geldard, K. and Geldard, D. (2011). *Counselling Children: A Practical Introduction* New Delhi: Sage.

IGNOU- e Gyankosh -material -BLOCK 4 - Areas of Application Of Counselling,

References:

1. Simmons S, Suárez L. (2016). Substance Abuse and Trauma. *Child Adolesc Psychiatr Clin N Am.* Oct; 25(4): 723-34. doi: 10.1016/j.chc.2016.05.006 Alan E Kazdin (1987). *Conduct Disorders in Childhood and Adolescence*. Newbury Park, Calif.: Sage Publication

AGCT8510 Course: THERAPEUTIC APPROACHES INCOUNSELLING

L T P C

3 1 0 4

Course Description

This course provides an in-depth exploration of the major therapeutic approaches in counselling, focusing on their theoretical foundations and practical applications. Students will learn to integrate psychodynamic, humanistic, cognitive-behavioral, and contemporary approaches to address diverse psychological challenges. The course emphasizes ethical considerations, cultural sensitivity, and emerging trends in counselling practices, equipping students with skills to work effectively with individuals, families, and groups.

Course Objectives

1. To provide an in-depth understanding of the major therapeutic approaches in counselling.
2. To explore the theoretical foundations and practical applications of different counselling techniques.
3. To develop skills in selecting and integrating appropriate therapeutic methods.
4. To highlight ethical and multicultural considerations in therapeutic practices.
5. To enable students to address diverse psychological issues using evidence-based interventions.

Unit I: Foundations of Counselling and Therapy

(10 Hours)

Definition, goals, and scope of counselling. Evolution of therapeutic approaches. Building rapport, active listening, empathy, and questioning techniques. Confidentiality, boundaries, and ethical decision-making.

Unit II: Psychodynamic and Humanistic Approaches

(14 Hours)

Psychoanalytic Therapy: Key concepts by Freud – unconscious processes, defense mechanisms, and transference. Humanistic Therapy: Person-centered approach by Carl Rogers – unconditional positive regard, congruence, and empathy. Existential Therapy: Understanding meaning, freedom, and responsibility in therapy. Gestalt Therapy: Focus on awareness, and experiential techniques.

Unit III: Cognitive and Behavioral Approaches

(12 Hours)

Behavioral Therapy: Principles of conditioning (classical and operant), exposure therapy, and token economy. Cognitive Therapy: Key concepts by Aaron Beck – cognitive distortions, automatic thoughts, and cognitive restructuring. Cognitive-Behavioral Therapy (CBT): Integration of cognitive and behavioral principles. Rational Emotive Behavior Therapy (REBT): Albert Ellis's ABC model and disputing irrational beliefs.

Unit IV: Contemporary and Integrative Approaches

(12 Hours)

Solution-Focused Brief Therapy (SFBT): Setting goals, scaling questions. Mindfulness-Based Therapies: Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT), Dialectical Behavioural therapy (DBT). Narrative Therapy: Re-authoring life stories and externalizing problems.

Unit V: Multicultural and Group Counselling

(12 Hours)

Multicultural Counselling- Understanding cultural diversity, biases, and adapting therapies to different cultural contexts. Group Counselling- Dynamics, stages of group development, and therapeutic factors in groups. Emerging Trends in Counselling- Online and virtual counselling, use of technology, and culturally responsive practices.

Total- 60 Hrs

Course Outcomes

By the end of this course, students will be able to:

1. Demonstrate an understanding of the theoretical foundations of various therapeutic approaches in counselling.
2. Apply appropriate counselling techniques to address psychological challenges across diverse populations.
3. Integrate multiple therapeutic approaches based on client needs and cultural contexts.
4. Exhibit ethical decision-making and cultural sensitivity in counselling practices.
5. Analyze emerging trends in counselling, including online therapy and mindfulness-based interventions.

TEXT BOOKS

1. Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata Mcgraw Hill Publishing Company Ltd.
2. Richanrd Nelson, Jones (2005). Introduction to Counselling skills, Tests and Activities (Second edition), New Delhi: Sage Publications.

REFERENCE BOOKS

1. Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.
2. Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.

Course Description: This intention of the course is to provide in-hand experience, in the context of how to diagnose a case and apply the diagnostic criteria in the clinical setting. The students will get experience how to diagnose a mental health problem based on diagnostic system, such as ICD or DSM. They will be also received experience in how to manage the mental health disorders and how to deal with them.

Course Objectives:

1. Provide knowledge on Case History Taking.
2. Acquired knowledge on Mental Status Examination.
3. To understand the mental health disorders in the clinical setting.
4. To understand the application of diagnostic system.
5. To diagnose clinical case like anxiety, depression, psychosis etc. and their management.

Case study Profiles:

1. Anxiety Disorder profiles.
2. Depression Disorder profile.
3. Psychosis related disorder profile.
4. Alcohol use disorder profile.
5. Intellectual disability profile.
6. Behavioural addiction related profile.
7. Personality disorder related profile.
8. Anxiety related disorder profile.
9. Bipolar disorder related profile.
10. Somatic Symptom and Related Disorders profile.
11. Other childhood related disorders profile.
12. Dissociative related disorders profile. (At least 10 profile need to study)

Course Outcomes:

At the end of the course students will be

1. Able to diagnose a case with the help of diagnostic system.
2. To apply clinical skills for treatment purpose.
3. Acquire clinical knowledge on different disorders.
4. To apply theoretical concept in the clinical setting.
5. Acquire vast clinical experience related to mental disorder

Text Books:

1.American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders (4th.ed.): Text revision (DSM-IV-TR). New Delhi: Jaypee Brothers Medical Publishers (pvt.)Ltd. 159
2.World Health Organization.(1992).The ICD-10 Classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines (10thed.). Geneva.

References:

1.Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi: Jaypee Brothers.
2.Sadock, B.J. & Sadock, V. A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams &Wilkins.