

(Abstract)

Post Graduate Diploma in Counselling Psychology (PGDCP) Course -Regulations, Scheme, Syllabus and Pattern of Question Paper Prescribed- Implemented w.e.f 2017 admission - Orders Issued.

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ACADEMIC C SECTION

U.O.No. Acad/C2/5304/2014

Civil Station P.O, Dated: 10-02-2017

- Read: 1. U.O No. Acad/C1/1290/2006 dated 27.09.2006
2. U.O.No. Acad/C1/3477/2001 dated 15.09.2009
3. Meeting of the Syndicate vide Item No 2015.364 dated 07.12.2015
4. Meeting of the Syndicate vide Item No 2016.196 dated 18.05.2016
5. Meeting of the BOS in Psychology (Cd) held on 23.08.2016
6. Meeting of the Syndicate vide Item No 2016.388 dated 08.09.2016
7. U.O. No. Acad/A2/Gen/2013 dated 02/02/2017

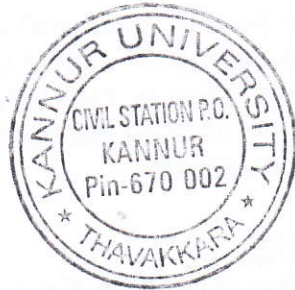
ORDER

1. The regulation, scheme and syllabus of the **Post Graduate Diploma course in Counselling and Psychotherapy** was implemented in the university w.e.f 2006 admission vide paper read (1) above and certain modifications were effected to the same w.e.f 2009 admission vide paper read (2).
2. The meeting of the syndicate held on 07/12/2015 vide paper (3) read above modified the nomenclature of **Post Graduate Diploma in Counselling and Psychotherapy** to **Post Graduate Diploma in Counselling** w.e.f 2016 admission
3. The meeting of the syndicate held on 18/05/2016 vide paper (4) read above modified the nomenclature of **Post Graduate Diploma in Counselling** to **Post Graduate Diploma in Counselling Psychology** w.e.f 2016 admission.
4. As per paper (5) read above the BOS in Psychology(Cd) held on 23/08/2016 approved the scheme and syllabus as per the modified nomenclature of the course to be implemented w.e.f 2016 admission.
5. The meeting of the syndicate held on 08/09/2016 vide paper (6) read above resolved to retain the syllabi and nomenclature of **Post Graduate Diploma in Counselling & Psychotherapy** for the academic year 2016-17 due to the restrictions in implementing a new syllabus in the middle of an academic year and the revised syllabus with new nomenclature to be implemented w.e.f 2017 admission .

6. The resolution of the syndicate to change the nomenclature of **Post Graduate Diploma in Counselling & Psychotherapy** as **Post Graduate Diploma in Counselling Psychology** w.e.f 2017 admission was implemented as per paper (7) read above.

7. The Vice Chancellor, after examining the matter in detail, and in exercise of the powers of the Academic Council as per section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with, has accorded sanction to implement the scheme syllabus and pattern of question paper for **Post Graduate Diploma in Counselling Psychology** under Choice Based Credit Semester system with effect from 2017 admission subject to report to the Academic Council

8. Orders, are therefore, issued accordingly.



Sd/-

JOINT REGISTRAR (ACADEMIC)
FOR REGISTRAR

To:

1. Chairman of BoS in Psychology (Cd)
2. The Examination Branch (through PA to CE)

Copy To:

1. PS to VC/PA to PVC/PA to Registrar/PA to FO
2. JR/AR I Academic
3. SF/DF/FC

Forwarded /by order

A handwritten signature in black ink, appearing to be 'A. J. K.', written over a faint circular stamp.

Section Officer

A small, stylized handwritten mark or signature in black ink, possibly a monogram or initials.

**POST GRADUATE
DIPLOMA IN COUNSELLING PSYCHOLOGY
(PGDCP)**

**SCHEME & SYLLABUS
(2017 admission onwards)**



Board of Studies, Psychology
KANNUR UNIVERSITY

The **Post Graduate Diploma in Counseling Psychology (PGDCP)** aims to enhance competence among students from a holistic and interdisciplinary outlook. The course gives an understanding and exposure and gives training on counseling skills but at the same time the course is not sufficient enough to equip students to provide professional counseling services to the community at large.

Objectives

The fundamental goal of the course is

1. To help the students build up awareness, knowledge and skills in Counseling.
2. It also equips the students with understanding, imparts right attitudes and trains them in skills that are necessary for understanding the problems of individuals and groups.

Name of the course	:	Post Graduate Diploma in Counseling Psychology
Course Code	:	PGDCP
Eligibility	:	A degree in any subject with 50% marks
Intake	:	36
Duration	:	2 Semesters

Eligibility for Admission

Degree in any subject from a recognized university with a minimum of 50% marks, as basic educational qualifications. Weightage of 5 marks each will be given for those who have studied Psychology as subject in any Graduate or Post Graduate degree the candidates holds subjected to a maximum of 40 marks

Selection Procedure

Admission will be based on the rank list prepared by adding the aggregate percentage in basic degree (Total percentage of part III), weightage of 5 marks each for psychology papers studied in the basic qualifying degree or in any other additional

degree the candidates hold subject to a maximum of 40 marks and the total marks in entrance test.

Entrance Test and Interview

Candidates need to take a one hour written test consisting of 60 marks for objective type of questions (30 questions on counseling/ basics of human behavior, 20 questions on general mental ability and 10 questions on social awareness, carrying one mark each) and 20 marks for descriptive type of questions (4 questions with five marks each or two questions with ten mark each to assess the social awareness of the students). The descriptive questions will be pertaining to social awareness, analytical and reasoning ability. The rest 20 marks out of total 100 marks are assigned to interview to assess the temperamental qualities the students need to have to do the counseling course.

Medium of Instruction and Examination

The medium of instruction shall be English. However candidates will be permitted to write the examination either in English or in Malayalam. At the end of each semester, there shall be one comprehensive examination by the university. The candidate who has failed in one or more papers in the exam may reappear in the subsequent semester examination(s) along with the junior batch to complete those papers. A student with sufficient attendance in the first semester can continue to the second semester.

Scheme of Examination

There shall be a university examination at the end of each semester. The candidate who has failed in one or more papers in a semester may appear in the subsequent semester examination(s) along with the junior batch to complete those papers.

Minimum Marks for a Pass

Minimum marks for a pass is 50% separately for all papers , practical and viva voce (internal and external combined) and it will be a second class. The general rules and regulations of Diploma Programmes of the University will be followed

in the case of reappearance , improvement, supplementary exam etc. There will not be ranking and classification of marks/ results.

COURSE CONTENT AND SCHEME OF EVALUATION

Course Content	MARKS			Hours
	Internal	External	Total	
SEMESTER I				
Paper I Fundamentals of human behavior	20	80	100	60
Paper II Understanding abnormal behaviour	20	80	100	60
Paper III Counselling process & skills	20	80	100	60
Paper IV Social perspectives of counselling	20	80	100	60
Total for semester I	80	320	400	240
SEMESTER II				
Paper V Theories of counselling	20	80	100	60
Paper VI Counselling in special settings	20	80	100	60
Paper VII Practicum	20	80	100	240
Paper VIII – Viva voce		100	100	
Total For Semester II	60	340	400	360
Course Total	140	660	800	600

Internal Evaluation (Theory papers)

Sl.no	Item	Marks
1	Mid semester class test	8
2	Mid semester Seminar Presentation / Assignment	8
3	Attendance	4
4	Total	20

The mid semester class test is intended to get a feedback about the performance of the student. The teacher teaching each paper will value the class test paper and return the answer script to the student with necessary comments and suggestions for improvement.

The seminar presentation should be done in the class on a relevant topic of interest to the student from each paper. The teacher teaching each paper will evaluate the seminar on content, communication skills, originality and ability to defend

arguments and clarify questions. There should be at least one class test and one seminar presentation for each theory paper.

If there are more than one class test and seminar presentation for each paper are held, the average mark for each will be considered.

Attendance

75% attendance is necessary for each paper for appearing the university examinations.

Mark division for the attendance:

Less than 75%	:	0
75% to 80%	:	1
81% to 85%	:	2
86% to 94%	:	3
95% to 100%	:	4

The teacher teaching each paper should maintain a record of attendance with date and signature of each student.

PATTERN OF QUESTION PAPER	
[Equal weightage should be given to each unit.]	
(Theory Papers)	
Time : 3 Hours	Max : Marks : 80
SECTION A	
Answer to a question is limited to 75 words.	
- Answer 10 questions (out of 13)	Marks 10x3 = 30
SECTION B	
Answer to a question is limited to 200 words:	
- Answer 6 questions (out of 8)	Marks 6x5 = 30
SECTION C	
Answer to a question is limited to 500 words:	
- Answer 2 questions (out of 3)	Marks 2 x 10 = 20

SEMESTER – I

PAPER I

– FUNDAMENTALS OF HUMAN BEHAVIOUR

Number of units: 6

Hours of Instruction: 60 hours

Unit	Title	Hours
1.	Understanding Human Behaviour	08
2.	Biological basis & Perception	10
3.	Learning & Memory	12
4.	Emotion and motivation	12
5.	Cognition & Personality	10
6.	Stress & Health	08
	Total	60

Unit 1 – Understanding Human Behaviour

Meaning and Definitions of Psychology; Scope of Psychology; Methods of studying behavior- Observation, interview, and case study. Psychology and the scientific method.

UNIT 2 – Biological basis of behavior & Perception

Biological basis of behaviour: nervous system, endocrine system, brain and behavior, heredity and behavior. Attention, Sensation. Perception: Nature and definitions, Characteristics of perception, process involved in perception, perceptual organization, factors affecting perception-personal factors and social factors

Unit 3 - Learning and Memory

Definitions, Classical Conditioning: basic principles and process: Extinction, spontaneous recovery, generalization, discrimination. Operant conditioning: Basic Principles and processes, reinforcement and punishment, Pros and cons of punishment. Observational learning: basic principle and process.

Memory: types, techniques to improve memory, forgetting, theories.

UNIT -4 Emotion and Motivation

Emotion: nature, meaning and definition, difference between emotion and feeling, motives and emotions, basic emotions. Physiological correlates of emotion, theories.

Motivation: Nature and definition, motivational cycle, kinds of motives, Hunger, sexual motive, aggressive motivation, achievement motivation, Intrinsic and Extrinsic motivation, theories.

UNIT 5: Cognition & Personality

Thinking, concepts, problem solving, decision making. Intelligence- definition, nature and nurture, measurement.

Personality: Definition, approaches, Psychoanalytic, humanistic, trait, and learning

UNIT 6 : Stress & Health

What is stress: definitions, nature, cause and effects, coping with stress. Understanding and communicating our health needs, promoting wellness.

References

1. Baron,R.A.(2013).Psychology – fifth edition. New Delhi, Pearson.
2. Ciccarelli,S.K & Meyer,G.E (2014).Psychology. New Delhi, Pearson.
3. Mishra,B.K.(2009). Psychology – The study of Human Behavior. New Delhi.PHI Learning Pvt Limited.
4. Hilgard, Atkinson & Atkinson (2011). Introduction to Psychology. Oxford IBH Publishing Co. Pvt. Ltd.
5. Santorck, J. W.(2009). *Psychology (14th ed.)*. USA: McGraw-Hill Higher Education

SEMESTER – I

PAPER-II

UNDERSTANDING ABNORMAL BEHAVIOUR

Number of units: 6

Hours of Instruction: 60 hours

Unit	Title	Hours
1.	Abnormal behaviour	08
2.	Stress, adjustment and anxiety disorder	11
3.	Disorders involving conduct	11
4.	Disorder of mood and thought	11
5.	Developmental problems	11
6.	Mental health	08
	Total	60

UNIT 1: ABNORMAL BEHAVIOUR

Defining abnormal behaviour, Concept of normality abnormality, Classification –DSM & ICD, Mental Health team, Causes and risk factors of abnormal behaviour, Biological, psychological & socio cultural causal factors. Importance of psychological assessment.

UNIT 2: STRESS, ADJUSTMENT & ANXIETY DISORDERS

Adjustment disorders, specific & social phobia, Generalized anxiety disorder, Panic disorder; - biological/psychological/socio-cultural causal factors

UNIT 3: DISORDERS INVOLVING CONDUCT

Personality disorders: clinical features, types. Addiction disorders – Alcohol Abuse& dependence, Drug abuse & dependence, bio psychosocial factors.

UNIT 4: DISORDERS OF MOOD AND THOUGHT

Unipolar and bipolar disorders – biological and psychosocial causal factors. Suicide – Clinical picture and causal patterns. Schizophrenia – Clinical picture types & causes.

UNIT 5: DEVELOPMENTAL PROBLEMS

Common disorders of childhood. Learning disability, Mental retardation- causes & symptoms.

UNIT 6: MENTAL HEALTH

Importance of mental health, factors contributing to mental health, Mental health model- Primary, secondary, tertiary. Who provides services, Importance of referral systems.

REFERENCES

1. Carson,R.C., Buthcher,J.N., Mineka,S & Hooley,J.M (2013). Abnormal Psychology . 13th edition. New delhi, Pearson education Inc.
2. Ahuja.N.(2008). A short text book of psychiatry. 6th ed. New delhi, J.B.Brothers Medical publishers.
3. Sarason.I.G & Sarason,B.R.(2005) Abnormal Psychology: The problem of Maladaptive Behaviour, 11th edition. New delhi, Prentice hall of India Pvt Ltd.

SEMESTER – I

PAPER III –

COUNSELING PROCESS AND SKILLS

Number of units: 6

Hours of Instruction: 60 hours

Unit	Title	Hours
1	Introduction	07
2	Emergence and Growth of Counselling	10
3	Counselling skills and process	12
4	Professional preparation	12
5	Techniques of counseling	12
6	Ethical and professional issues in counselling	07
	Total	60

Unit 1: Introduction

Introduction, definitions of counselling, meaning of counselling, characteristics of counselling, goals of counselling. Counselling and related fields, assumptions and issues in counselling,

Unit 2: Emergence and Growth of Counselling

Factors contributing to the emergence of counselling, important periods in the development of counselling. Counselling as hygiene, counselling as a helping profession, counselling as a solution to human problems, traditional activities of a counsellor, basic principles of counselling, future directions for the profession.

Unit 3: Counselling Skills and Process

Nature of counsellor, professional dedication of a counsellor, certification of counsellor, attitude and skill of counsellor, Portrait of an effective counsellor, essential skills of counsellor. Preparation for counselling, elements of counselling process, counselling relationship, content and process of counselling- Factors effecting counseling, Steps in counselling process, counselling interactions, variables affecting the counselling process.

Unit 4: Professional preparation

Academic preparation, practical skills, ethical standards, responsibilities of a counsellor, legal considerations, selection and training of counsellors, conception of a professional worker, preparation of counsellors, important issues. Modern trends in counselling

Unit 5: Techniques of Counselling

Levels of counselling- informal counselling, non- specialist counselling by professionals and professional counselling; when counselling is required; who should be counselled; Types of counselling techniques- directive, non- directive and eclectic counselling; Individual and group counseling

Unit 6: Ethical & Professional issues in Counseling

Psychological testing & Diagnosis, common problems of beginning counselors – knowledge, attitude and practice, values, clients rights, professional codes.

References

1. Rao,S.N.(2010). Counselling and Guidance. 2nd edition. New Delhi, Tata. McGraw Hill co.
2. Gelso, C.J & Fretz.B.R(1995). Counselling Psychology. Bangalore. Prism Books Pvt.Ltd.
3. Kinra, A.K. (2008). Guidance and Counselling. India: Pearson education.
4. Gibson, R.L & Mitchell, M.H. (2003). Introduction to Counselling and Guidance (6th ed.). India: Pearson education.
5. Rao, S.N & Sahajpal, P. (2013).Counselling and Guidance (3rd ed.). New Delhi: Tata McGraw Hill education.
6. Kochhar, S.K. (2006).Guidance and Counselling in colleges and universities. India: Sterling publishers

SEMESTER – I

**PAPER IV –
: SOCIAL PERSPECTIVES OF COUNSELING**

Number of units: 6

Hours of Instruction: 60 hours

Unit	Title	Hours
1.	Social Psychology	10
2.	Person perception	10
3.	Attitudes	10
4.	Self and gender	10
5.	Interpersonal attraction	10
6.	Positive and negative social behaviour	10
	Total	60

UNIT 1: Social Psychology

Definition, causes of social behavior and thought, new perspectives and methods. Understanding others- non verbal communication, understanding the causes of others behavior, impression formation and impression management.

UNIT II : Person perception

Person perception; Information requirements, integrating impressions, motivated person perception, biases in attribution process, accuracy of judgments, nonverbal communication.

UNIT III: Attitudes

Definition, attitude behavior link, functions of attitude, attitude formation, Attitude change, process.

UNIT IV: Self and gender

Self concept, self esteem, other aspects of self, sex and gender, gender identity and gender stereo types, gender role behavior, the gender revolution and related issues.

UNIT V: Interpersonal attraction

Interpersonal attraction, proximity, positive and negative emotions, becoming acquainted. Close relationship- family, friends, lovers, and spouse.

UNIT VI: Positive and Negative Social Behaviour.

Defining altruism and prosocial behaviour, bystander intervention, volunteerism, care giving. Aggression; definition of aggression, sources of anger, aggressive behaviour, reduction of aggressive behaviour.

REFERENCES

1. Baron,R,A.(2014). Social psychology. New delhi, Pearson prentice hall.
2. Taylor,S.E., Peplau,L.A., & Sears,D,O., (2013) Social Psychology. New delhi, Pearson.
3. Feldman,R.S. (2012) Psychology and your life. New Delhi, Tata Mc Graw Hill Education Pvt Ltd.
4. Robert A. Baron (2008). Psychology, Prentice Hall India.
5. Brown, J. D. (2006). Social Psychology. McGraw Hill Corporations

SEMESTER – II

**PAPER V –
: THEORIES OF COUNSELLING**

Number of units: 6

Hours of Instruction: 60 hours

Unit	Title	Hour
1	Introduction to counseling theories	08
2	Psychodynamic counselling	12
3	Behavioural counselling	10
4	Cognitive behavioural counselling	10
5	Humanistic existential counselling	10
6	New forces in counselling	10
Total		60

UNIT I: Introduction to counseling theories

Counselling and psychotherapy, importance of theories in counseling, schools of counseling, psychoanalytic, cognitive behavioural, humanistic, existential, gestalt.

UNIT II :Psychodynamic counselling

Freud's psychoanalytic theory: basic concepts, procedures, and techniques. Jung's analytical psychology- basic concepts, procedures, and techniques. Adler's individual psychology- basic concepts, procedures, and techniques

UNIT III: Behavioural Counselling

Classical conditioning- basic concepts, procedures, and techniques. Operant conditioning- basic concepts, procedures, and techniques. Social learning- basic concepts, procedures, and techniques

UNIT IV : Cognitive behavioural counselling

Basic concepts, procedures, and techniques proposed by Aldert Ellis, Aaron Beck, and Meichenbaum

UNIT V : Humanistic existential counselling

Rogers client centered counseling- basic concepts, procedures, and techniques. Existential counselling- basic concepts, procedures, and techniques. Gestalt counseling- basic concepts, procedures, and techniques

UNIT VI: New forces in counseling

Wellness counseling- basic concepts, procedures, and techniques. Feminist counseling- basic concepts, procedures, and techniques. Life skills counseling- basic concepts, procedures, and techniques

REFERENCES

1. Ivey,A.E., Andrea,M.J.D., & Ivey.M.B.(2012) Theories of counselling and Psychotherapy- a multicultural perspective. Los Angeles, Sage Publishers.
2. Plamer,S.(2006) . Introduction to counselling and psychotherapy. London, Sage Publications.
3. Welfel,E.R. & Patterson,L.E (2005). The counseling process- A multi theoretical integrative approach. Australia, Thomson Brooks.
4. Nelson-Jones,R. (2010). Theory and practice of counselling and therapy. 5th ed. New Delhi, Sage Publications.

SEMESTER – II

**PAPER VI –
: COUNSELLING IN SPECIAL SETTINGS**

Number of units: 6

Hours of Instruction: 60 hours

Unit	Title	Hour
1	School Counseling	10
2	Career counselling	10
3	Family counselling	14
4	Geriatric counselling	09
5	Crisis counselling	10
6	Ethical and legal issues.	07
	Total	60

UNIT I: School Counseling

Counsellors in education settings, role and functions of counselors in school settings, teacher and administrator roles in the school counseling programme, relationships with other helping professionals in schools, patterns of counseling programme.

UNIT II: Career counselling

Definition, changing nature of work, theories of career development, implications of career theories for counsellors, career planning and decision making in schools.

UNIT III: Family counselling

Meaning, nature and functions of family, Features of modern family, importance of communication in families, appraising the family functioning, central construct of family counseling, multicultural issues in family counseling, major family counseling theories,

UNIT IV: Geriatric counselling

Characteristics of older adults as clients, experiences and counseling agendas, of older adults, counseling procedures with older adults, working with families of older clients.

UNIT: V – Crisis counselling

Working with clients in crisis, definition of crisis, purpose of crisis intervention, steps in crisis intervention. Wellness.

UNIT: VI- Ethical and Legal Issues

Nature of ethics, ethical issues, Clients rights, professional codes, divided loyalties, areas of ethical difficulty, making ethical decisions, legal issues in counselling.

REFERENCES

1. Welfel,E.R. & Patterson,L.E (2005). The counseling process- A multi theoretical integrative approach. Australia, Thomson Brooks.
2. Gibson,R.L & Mitchell, M.H (2006). Introduction to counseling and guidance. New Delhi, Pearson Prentice Hall.
3. Gladding,S.T (2009) Counselling- a comprehensive profession. India, Dorling Kindersely.
4. Rao,S.N. & Sahajpal.P.(2013) Counselling and Guidance, 3rd edition. New Delhi,Tata McGraw Hill Education.
5. Ivey A., Ivey M., & Zalaquett, C. (2013). Intentional interviewing and counselling: Facilitating client development in a multicultural society. Nelson Education.

SEMESTER – II

**PAPER VII –
: PRACTICUM**

The students are to undergo supervised training for a period of 240 hours for the successful completion of the course. The training has to be provided to the students by the Psychologist from the respective centres. Students have to spend 60 hours each in four of the following institutions.

Compulsory: 1. Mental Health Centres

2. De addiction centres

Any **two** from the following list

1. Schools
2. Special schools
3. Geriatric homes
4. ICTC centres
5. Family counselling centres
6. Community care centres

External evaluation: The respective Psychologist of the centre has to give the marks out of 20 each in his letterhead with office seal based on the performance of the students on the following criteria.

1.	Temperamental qualities for counselling practice:	20
2.	Counselling Skills	: 20
3.	Abilities and Knowledge	: 20
4.	Record of Field work (Internship/Placement)	: 20
	Total	: 80

Internal evaluation: Internal evaluation has to be carried out by the inhouse faculty who has to accompany the students in batches to the centres. The evaluation should be based on the following criteria.

1.	Temperamental qualities for counselling practice:	5
2.	Knowledge and skills gained during placement	: 5
3.	Commitment Interest and involvement	: 5
4.	Field work record	: 5
	Total	: 20

SEMESTER – II

**PAPER VIII –
: Viva voce**

Viva voce examination has to be carried out in two phases with 50 marks each.

Phase 1 : Case demonstration by the student focusing on the counseling process. There should be two external experts (Practicing Psychologists/ Faculty members) who will assign marks based on the counseling skills of the students.

Phase 2: Focusing on oral presentation of subject to evaluate the academic excellence of the student. The question has to be from the theoretical papers.