



**ADIKAVI NANNAYA UNIVERSITY
RAJAMAHENDRAVARAM**



Department of Psychology

Syllabus for
Counselling Skills (Certificate Course – Six Months)
(2020-21 AB Onwards)

Department of Psychology
University College of Arts & Commerce
Adikavi Nannaya University
Rajamahendravaram – 533296, A.P.



**ADIKAVI NANNAYA UNIVERSITY
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Department of Psychology

Adikavi Nannaya University :: Rajamahendravaram

Syllabus (2020-21)

Minutes of Board of Studies in Psychology Held on 23-12-2020, at 11:00 AM
Through On-Line Meeting

As per the University Grants Commission has given permission to offer Certificate Course in Counselling Skills under NSQF, the Board of studies in Psychology has been convened to prepare the course structure and syllabi.

Agenda:

Preparation of Syllabi for Certificate Course on Counselling Skills Program

Members
Prof. S. Viswanatha Reddy, S.V. University, Chairman
Dr. P. Raja Sekhar, Course Coordinator & Convenor, AKNU
Prof. T.V. Ananda Rao, Andhra University
Dr. Karri Rama Reddy, Psychiatrist, Manasa Hospital, Rajamahendravaram
Dr. Mani Ramana. CVS, AKNU
Dr.Ch.N.K. Bhavani, AKNU
Dr. N.V.V.S. Narayana, AKNU
Mr. S. Nagendra Kishore, President - SPRUHA
Mr. S. Rajesh Khanna, Secretary - SPRUHA

Resolutions:

1. After having detailed discussion, the committee has resolved and approved the proposed course structure and syllabi.
2. The regulations for examination and evaluation will be as PG Arts program of the university.
3. In the practicum course, case-study review based project work, report preparation and presentation will be conducted.



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Objectives of the Certificate Programme:

The educational objectives are as follows:

1. To develop awareness and sensitivity to social realities and context of the ecosystem of individuals and society.
2. To understand the difference between counselling practice as a profession and the use of interpersonal and counselling skills in other helping professions.
3. To develop competencies for use of interpersonal and basic counselling skills ethically and safely.
4. To develop awareness and sensitivity about the process of individual change and personal growth with regard to self and others
5. To develop personal qualities and competencies to plan and engage in relevant helping and supportive interventions.

Learning Objectives:

Knowledge

- In depth understanding of the factors which contribute to positive outcomes in counselling based on contemporary research
- In-depth knowledge of a trans-theoretical integrative process model Working knowledge of a variety of theoretical models.
- Context of counselling models in contemporary society including ethical and non-discriminatory practice.
- Knowledge of psychological theory as it can be applied in counselling settings.
- Common client presenting problems

Thinking skills

- Reflective and critical thinking
- Critical evaluation of research and research methods relevant to counselling
- Resolving or reconciling theoretical contradictions resolving or managing ethical dilemmas
- Have engaged in the necessary personal development in order to practice as professional counsellors



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Subject-Based Practical skills

- To develop therapeutic relationships founded on the qualities of empathy, acceptance and genuineness
- To produce clinical formulations and related therapeutic plans in collaboration with clients; which are in tune with clients' understanding of themselves, the process of change, and the goals and tasks of therapy.
- To use a wide range of therapeutic interventions appropriate to the core model.
- To work effectively with clients.
- To make appropriate use of clinical supervision to manage own caseload

Skills for life and work (general skills)

- To establish effective working relationships
- To work both independently and as part of a team
- Problem solving
- Communication and presentation skills making written and oral reports
- Self-appraisal and setting personal learning goals
- Self-presentation as secure, non-defensive and confidence-inspiring



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Certificate Course On Counselling Skills

Program Structure

W.e.f (2020-21) Admitted Batch

	Subjects/Semesters	Theory/ Practical	Hours/ Week	Credits	Max. Marks (Cont./Internal Assessment)	Max. Marks University Exam	Total Marks
1	General Psychology	T	4	4	25	75	100
	Cognitive Practical	P	4	2	12	38	50
2	Social Work Philosophy & Concepts	T	4	4	25	75	100
	Field Study	P	4	2	12	38	50
3	Foundations of Counselling	T	4	4	25	75	100
	Assessment/Testing Practical	P	6	3	12	38	50
4	Counselling Skills & Techniques	T	4	4	25	75	100
	Case Presentation Practical	P	6	3	12	38	50
5	Practicum	P	4	4		150	150
Total				30			750

T: Theory, P: Practical



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Certificate Course on Counselling Skills

Syllabus (2020-21)

(Effect from 2020-21 admitted batch)

Course – CCS-I-PSY:: General Psychology

UNIT I: Introduction

Definition, Nature, Characteristics and Scope of Psychology; Aims of Psychology; Schools and Fields of Psychology; Methods of Psychology- Introspection, Observation, Case Study, Survey and Experimental Method. Techniques of Psychology: Interview, Questionnaires and Observation Schedule.

UNIT II: Sensation, Attention and Perception

Sensory Process: The Sensory System, Types and General Characteristics of Senses. Attention and Perception: Types and Phenomena of Attention, Determinants of Attention, Distraction, Division, Fluctuation and Span of Attention; Perception- Perceptual Organisation, Figure and Ground Relation, Major Principles of Perceptual Organisation, Depth Perception.

UNIT III: Thinking, Memory and Forgetting

Definition, Nature and Levels of Thinking; Tools of Thinking Images; Concepts and Languages; Types of thinking – Reasoning, Problem Solving, Creative Thinking, Critical Thinking; Meaning and Types of Memory, Methods of Measuring Memory, Forgetting- Meaning, Nature and Causes, Methods to Improve Memory.

UNIT IV: Learning, Motivation and Emotion.

Definition of learning – Classical Conditioning, Operant Conditioning, Insight, Observation and Latent learning. Role of Maturation and Training in learning, Reward and Punishment, Transfer of Learning. Measurement of Learning, Learning Curves; Motivation - Definition and Types of Motives- Bio and Psycho- Social Motives; Emotions - Definition and Nature of Emotions, Types of emotions.



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REFERENCE BOOKS:

1. Morgan, Clifford.T., King, Richard.A., Weisz,John.R.^ Schopler, John (1993). Introduction to Psychology, TataMcGraw Hill.
2. Marx, Melvin H. (1976). Introduction to Psychology - Problems, Procedures & Principles, MacMillan Publishing Co.
3. Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979): Introduction to Psychology, Harcourt Brace Jovanovich. Inc.

Cognitive Psychology Practical

1. Reaction Time.
2. Muscular tension on mental work.
3. Fluctuation in efficiency of continuous work.
4. Transfer of learning and interference effects (P1 & R1) in verbal paired associated material.
5. Span of attention for unconnected letters and words vs connected letters and words
6. Assessment of memory using recall, recognition and relearning tests, serial position effects in free immediate and delayed recall.



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Model Question Paper
Adikavi Nannaya University:: Rajahmundry
Certificate Course On Counselling Skills
Paper – I: General Psychology
(With effect from 2020-21 A.Y.,)

Time: 3Hrs

Max. Marks: 75

Section – A

4 X 15M = 60

Each question carries 15 marks.

1. Define Psychology and explain its nature and scope.

Or

Write briefly on methods of psychology.

2. Explain the perceptual processes with reference to pattern recognition.

OR

Discuss span of attention.

3. Discuss the pioneering work of Ebbinghaus in the area of learning.

OR

Critically evaluate distortions of memory.

4. Give an account of the language structure and representations.

OR

Explain the concepts of reasoning and creativity

Section – B

5 X 3M = 15

5. Answer any FIVE of the following:
 - a. Sustained Attention
 - b. Reading speed
 - c. Perceptual Constancies
 - d. Object concepts
 - e. Emotions
 - f. Figure and Ground Relation
 - g. Forgetting
 - h. Transfer of Learning



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Course – CCS-II-PSY:: Social Work Philosophy & Concepts

UNIT - I

Social Work: concept, nature and definition of social work, scope of social work, social work as a profession. History of Social Work: Historical background of social work in UK and India

UNIT – II

Groups and Communities: Groups' definition, characteristics and types of groups Community definition, characteristics and types of community.

UNIT - III

Social stratification: caste and class, Social inequality, Social exclusion

UNIT - IV

Understanding human behaviour: Stages of human development, importance of heredity and environment, motivation, perception, personality, factors influencing on personality.

REFERENCE BOOKS:

1. Baron Pearson Education Inc, New Delhi - Social Psychology
2. S.K. Mangal Prakash Brothers Educational Publications Ludhiana - General Psychology

Field Study – Practical

The following field based activities are designed to provide the students with the specialized orientation requisite for the profession of social work:

- Field Work Orientation
- Observation Visits

1. Field Work Orientation:

The focus of the orientation is to provide an insight and understanding to the students on:

- The nature and significance of field work practice in Social Work education



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- The meaning of concurrent field work in an approved agency
- Different fields of social work
- Importance of guided practice
- Guidelines on ways to relate to issues and field problems

2. **Observation Visits:**

The field observation visits help students to get oriented to the profession. The students are taken for observation visits to Governmental and Non - Governmental Organizations to get acquainted about the ongoing services by different groups and individuals in response to people's needs. Students are exposed to different sectors like disability, health, vulnerable groups, urban & rural community and industry. A faculty member would accompany the students during the visits to facilitate the learning process.

Objectives of the visits:

- To expose the students to various social work settings
- To observe and develop a spirit of inquiry.
- To get acquainted with the structure, functioning, staffing pattern and activities of the organization
- To understand the problems and constraints faced by the organization

Tasks to be carried out:

- Active Participation in the visits
- Observe, interact and enquire about the organization and its functioning
- Record all information pertaining to the organization

Skills to be acquired:

- Organizing & Participatory skills,
- Observation & Interactive skills,
- Listening & comprehending skills,
- Analytical skills, Interpersonal skills and
- Documentation skills



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Model Question Paper
Adikavi Nannaya University:: Rajahmundry
Certificate Course On Counselling Skills
Paper – II: Social Work Philosophy & Concepts
(With effect from 2020-21 A.Y.,)

Time: 3Hrs

Max. Marks: 75

Section – A

4 X 15M = 60

Each question carries 15 marks.

1. A) Briefly Explain about the Nature of Social Work.

(or)

B) Briefly explain the scope of Social Work.

2. A) Explain the characteristics and types of Groups.

(or)

B) Explain the characteristics and types of Community.

3. A) Briefly explain about the social satisfaction.

(or)

B) Explain the Social, Exclusion?

4. A) What are the stages of Human development?

(or)

B) Briefly explain the factors influencing on personality of an Individual.

Section – B

5 X 3M = 15

5. Answer any five of the following.

A. Social work in during Ancient period.

B. Poor Law commission in U.K

C. Social Work profession.

D. Methods of Social Work.

E. Caste and Class

F. Social in equality

G. Motivation

H. Perception



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Course – CCS-III-PSY(Core):: Foundations of Counselling

Learning Outcomes:

- Developing a basic understanding of counselling as a profession
- Gaining an overview of basic approaches, theories and techniques in counselling
- Developing awareness about the contemporary issues and challenges in counselling
- Learning about the newer forms of therapy like solution focused therapy, narrative therapy etc.

Unit – 1: Introduction to counselling as a profession

Nature and Goals - Professional ethics (Latest version of American Counselling Association – ACA) ; Status of counselling psychology in India; Contemporary issues and challenges; challenge of online counselling and tele-counselling

Unit – 2: Approaches to Counselling I

Person centred approach; Psychodynamic approach; Behavioural approach; Cognitive behavioural approach: CBT, REBT

Unit – 3: Approaches to Counselling II

Narrative therapy; Solution Focused therapy; Creative and Expressive arts therapy; Music therapy; Yoga and Meditation.

Unit – 4: Counselling Applications:

Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse; Stress: Nature of stress, symptoms of stress, sources of stress, Stress and health; managing stress: Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches.

References:

Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8thEd.) Philadelphia: Mosby.



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Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.

Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press

Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy and Counselling: Concepts and Cases*. 5th Edition. Belmont: Brooks/Cole (Cengage Learning).

Assessment/Testing Practical

1. Intelligence Testing
2. Vocational Interest Testing
3. Ability Testing
4. Personality Testing
5. Behaviour Testing
6. Projective Techniques
7. Adjustment Testing
8. Sociogram



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Model Question Paper
Adikavi Nannaya University:: Rajahmundry
Certificate Course On Counselling Skills
Paper – III: Foundations of Counselling
(With effect from 2020-21 A.Y.,)

Time: 3Hrs

Max. Marks: 75

Section – A

4 X 15M = 60

Each question carries 15 marks.

1. Explain the status of counselling psychology in India.
OR
Discuss nature and goals of counselling.
2. Explain psychodynamic approach with examples.
OR
Discuss issues related cognitive behavioural approach.
3. Explain the importance of music therapy in the treatment procedures.
OR
What is solution focused therapy? Explain.
4. Explain different steps involved in crisis intervention.
OR
Discuss the relationship between stress and mental health.

Section – B

5 X 3M = 15

5. Answer any FIVE of the following
 - a. Tele-Counselling
 - b. Person centred approach
 - c. Yoga & Meditation
 - d. Family Counselling
 - e. Stress Coping strategies
 - f. Emotion Focused Approaches
 - g. Professional Ethics in Counselling
 - h. Sexual abuse



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Course – CCS-IV-PSY(Core):: Counselling Skills and Techniques

Learning Outcomes:

- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.

Course Contents:

Unit – 1 Introduction

Defining counselling, goals of counselling, professional counsellors, basic counselling skills; Understanding counselling process: Development of helping relationship, counsellor –counsee relationship, Counselling goal setting process; Ethical considerations in counselling

Unit – II Core Interpersonal counselling skills

Effective Communication: SOLER, Four Listening Responses: Clarification, Paraphrase, Reflection, Summarisation, Barriers to Listening. Four Influencing Responses: Questioning - open and close ended questions, Information Giving, Self-disclosure, Confrontation. Use of silence. Distinguishing between Listening and Influencing Responses and their appropriate use.

Unit – III Specific Counselling Skills

Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving; Inside and outside skills of counselling, Self-monitoring skills as a counsellor; Training clients in relaxation; Improving client's self-talk and self-perceptions, terminating helping.

Unit – IV Models of Counselling Skills

Nature and importance of counselling skills and working alliance; Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of



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counselling training; Indian models of counselling: the role of detachment and self-surrender.

References:

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.

Feltham, C., & Horton, I. E. (2006). *The Sage handbook of counseling and psychotherapy*. London: Sage Publications.

Jones, R. N. (2008). *Basic counselling Skills: A helper's manual* (2nd Ed.). New Delhi: Sage Publications.

Practical Work:

1) Analysis of movie entitled "Good Will Hunting" for various themes of counselling, focusing on the process of counselling and the client-counsellor relationship. Watching the structure of the sessions, from initiation to termination, looking into both the client's and the counsellor's life, and the dyadic relationship the two share, and use of several counselling techniques like confrontation, paraphrasing, self-disclosure, unconditional positive regard.

2) Experiential activities for counselling skills (to be conducted in group settings):

- Exchange your shoes: In this activity dyads exchange their shoes and walk in other person's shoe literally.

- Blindfold activity for trust and support: One person in the dyad becomes the guide and the blindfolded person is helped traverse a path full of impediments.

- River of Life activity: It allows participants to reflect on personal experiences and influences that have motivated them in their life. Participants are invited to use the symbol of a river to reflect on key stages in their lives, positive experiences and influences and difficult challenges. After depicting their life in the form of a river, participants share their stories with the other members of their group. Listening to each other helps them empathise and acceptance of the other, as well as sharing their river of life helps them gain more self-insight and greater self-awareness.



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Certificate Course on Counselling Skills
Paper – IV: Counselling Skills and Techniques
(With effect from 2020-21 A.Y.)

Time: 3Hrs

Max. Marks: 75

Section – A

4 X 15M = 60

Each question carries 15 marks.

1. What are the basic counselling skills? Explain.

OR

Discuss nature and goals of counselling.

2. Explain how listening responses effect the counselling session.

OR

Discuss issues related communication barriers in counselling.

3. How can we Improve client's self-talk and self-perceptions.

OR

Explain the self monitoring skills acquired by the counsellor.

4. Explain Rogers model of counselling skills.

OR

What are the Indian models of Counselling Skills? Explain.

Section – B

5 X 3M = 15

5. Answer any FIVE of the following

- Development of helping relationship
- Ethics in Counselling
- Use of Silence
- SOLER
- Inside and Outside Skills of Counselling
- Terminating Helping
- Detachment
- Self-Surrender



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Course – CCS-V-PSY:: Practicum

The main goal of field experience is to provide the student with the opportunity to engage actively in professional tasks that complement and reinforce classroom learning.

Field Practicum is intended to complement curricular objectives of the certificate programme and are closely integrated with classroom courses. Field experience provides for the acquisition of knowledge and skills in the process of supportive and developmental counselling. A series of field works seminars and skills workshops will be held towards the end of the course in order to orient and expose students to the various organizations they will be visiting.

Objectives of Field Practicum:

1. To acquaint students with the range of thematic issues and the range of interventions/settings of Counselling Practice.
2. Apply knowledge and skills gained through opportunities for direct intervention with diverse client groups. -Under the supervisions of tutors in skill lab settings.
3. To help students get a firsthand experience of field realities and issues faced by marginalised group.
4. To develop initial skills of reporting and group discussion as part of the Field Practicum.

As part of the Field Practicum - EDUCATIONAL VISIT/ORGANIZATIONAL VISIT are organized to governmental/non-governmental agencies in urban and semi-rural areas. Organizations are identified thematically. Students will get an opportunity to hear about the agency and its work, and visit the work area if possible.

Following the visits, the students meet to discuss the visit in a group discussion that will be facilitated by the faculty who accompanied the group on the visit. Then the students are required to write individual reports and do group presentations.

The Objectives of the Educational Visit/s are:

1. To expose students to the social/voluntary sector and State Initiatives
2. To expose and sensitize students to the core issues of areas of interventions.
3. To acquaint students with the range of thematic issues and the range of interventions/settings of Counselling Practice.
4. To familiarize students with organizational structure, functions, staffing patterns, programmes and policies.



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5. To help students get a first-hand experience of field realities and issues faced by marginalised group.
6. To develop initial skills of reporting and group discussion as part of the Field Practicum.