

Central University of Haryana

Department of Psychology

Scheme and Syllabus of Advance Diploma in Child Guidance and Counselling

STRUCTURE OF PROGRAMME

Semester-I

Sr.	Course Title	Course Code	L	T	P	Credits
Core Courses						
1	Child Development	SHSS PSY 05 01 01 C 3126	3	1	2	6
2	Exceptional Variations in Child Development	SHSS PSY 05 01 02 C 3126	3	1	2	6
3	Techniques of Child and Adolescent Assessment	SHSS PSY 05 01 03 C 3126	3	1	2	6
4	Child's Rights and Policy	SHSS PSY 05 01 04 C 3126	3	1	2	6

Semester-II

Sr.	Course Title	Course Code	L	T	P	Credits
Core Courses						
1	Group Work & Community Interventions	SHSS PSY 05 02 05 C 3126	3	1	2	6
2	Family Interventions	SHSS PSY 05 02 06 C 3126	3	1	2	6
3	Interventions For Children	SHSS PSY 05 02 07 C 3126	3	1	2	6
4	Intervention For Adolescents	SHSS PSY 05 02 08 C 3126	3	1	2	6
5	Integrating Interventions	SHSS PSY 05 02 09 C 3126	3	1	2	6
6	Field Work	SHSS PSY 05 02 10 C 0202	0	2	0	2
7	Internship	SHSS PSY 05 02 11 C 0202	0	2	0	2

Semester – I

CHILD DEVELOPMENT

Paper Code: SHSS PSY 05 01 01 C 3126

Lectures: 3, Tutorial: 1, Practical's: 2 Total Credits: 6

Objectives

To study theoretical frameworks to understand characteristics of children at different age epochs.

To critically examine the bi-directional relationship between the child and his /her ecological context of development.

To identify attributes of positive parenting.

Unit I

Development of Children: Theoretical Perspectives (Basic constructs and application)

Principles of Growth and Development

Development of Cognition: Piaget

Development of Personality: Psychosocial Theory – Erikson

Moral Development: Piaget, Vygotsky, Bandura and Sears

Theory of Attachment

Theories of Play Development; Piaget, Erikson, Axiline, Hildreth, Parton, Smilansky

Unit II

Developmental Characteristics of Children (Infancy and Early Childhood)

Development during Prenatal Period

Infancy and Toddlerhood: Developmental Characteristics across Domains (bio social behavioral shifts)

Early Childhood Years: Developmental Characteristics across Domains (bio social, behavioral shifts)

Developmental Progression in Play Behaviour, Functions of Play and types of Play

Play Activities and Games for Pre-school Children

Unit III

Developmental Characteristics of Children (Middle Childhood and Adolescence)

Middle Childhood Years: Developmental Characteristics across Domains (bio social, behavioral shifts)

Middle Childhood Years: Developmental Progression in Play Behaviour and Play Activities and Games

Adolescence: Developmental Characteristics across Domains (bio social, behavioral shifts)

Adolescence: Developmental Progression in Play Behaviour and Play Activities and Games

Unit IV

Acquisition of Skills

School Readiness Skills

Reading Skills

Spelling Skills

Writing Skills

Arithmetic

PRACTICAL

A) Field Work Tasks

- Study the development of the child over a period of 6-8 months and analyze the role of his context in his development.
- Studying the micro processes of a pre-school programme.
- Observation of Children at Different Age Epochs

B) Self Development Workshops

- Streamlining Life Styles
- Learning Styles

SCHEME OF TEACHING

A) Process of Developing Skills

- Students would observe children across ages, domains, settings and social class to understand developmental gradations and individual variations. Synthesis workshops would be organized to integrate data from the field.
 - Workshops would be organized on Storytelling and Creative work with children.
- Students would understand long term case studies of two children at two different age epochs over a period of 6 months.

B) Application

The students would be required to apply their understanding of positive correlates of development by designing Parent Education material and address parenting issues across developmental stages.

C) BREAK-UP OF CONTENTS INTO KNOWLEDGE SKILL AND APPLICATION AREAS

Knowledge	Skills	Applications
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<p>Basic Introduction to Child Development</p> <p>Development of Children: Theoretical Perspectives</p> <p>Developmental Characteristics of Children</p> <p>Key Issues across Developmental Stages</p> <p>Play Development in Children</p> <p>Play activities and games of children across developmental stages.</p> <p>Development of skills in children</p>	<p>Interpreting behaviour and development of children with reference to 'Developmental' and 'Ecological' context</p> <p>Playing with children across developmental stages</p> <p>(The above would be carried out through assignments of observing children in naturalistic settings, field placements and subsequent discussions and interpretations of these observations during skill workshops and group discussions)</p>	<ul style="list-style-type: none"> • Play activities of children across ages • Developmental characteristics of child • Micro processes of pre school education
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Suggested Readings

Berk, E. L. (1996). *Child development* (3rd edn.)

Berk, E. L. (2017). *Child development*. Pearson Education. (3rd edn.)

Charlesworth, R. (2016). *Understanding child development*. Cengage Learning Cox, M.

(2005). *The Pictorial World of the Child*, Cambridge University Press Ghosh, S. (1999).

The Penguin Guide to Adolescent Behaviour. Penguin, New Delhi Harris, C. A. (1985).

Child Development, International Edition, West Publishing Company Hurlock, E. A.

(2017). *Child Development*. McGraw Hill Education, New Delhi Ingram, C. F. (1980).

Fundamentals of Educational Assessment. Nostrand Company

Moyles, J. R. (1989). *Just Playing: The Role and Status of Play in early Childhood Education*, Philadelphia: Open University

Schiamberg, L. B. (1998). *Child & Adolescent Development*, Macmillan Publishing Company, New York

Shaffer, D. R., & Kipp, K. (2013). *Developmental psychology: Childhood and adolescence*. Cengage Learning

Sinha, D. (1981). *Socialization of Indian Child*. Asia Composing Agency, Naryana .

Smith, R. M. (1969). *Teacher Diagnosis of Educational Difficulties*, Charles E. Merrill Publishing Co

Veeraraghavan, V. (2005). *Teenage Blues*. Mosaic Book, New Delhi

EXCEPTIONAL VARIATIONS IN CHILD DEVELOPMENT

Paper Code: SHSS PSY 05 01 02 C 3126

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

OBJECTIVES

To appreciate the concept and strategies of promotion of mental health To understand manifestation and causes of behavior and learning problems in children To understand types and causes of disabilities in children.

To appreciate the concept and strategies for prevention of disabilities & behavior & learning problems in children

THEORY

Unit I

Basics of Mental Health and Disabilities

Concept of Mental Health: Indian & Western Perspectives

Learning & Behavior Problems: Manifestation, Causal Associates; Risk Factors, Protective Mechanism, and Resilience

Classification System of Childhood & Adolescent Psychiatric Disorders: Need and Types

Concept of Disability: Medical Model, Social Model, Levels of Interventions and Strategies of Prevention of Disabilities)

Unit II

Childhood Disabilities and Developmental Disorders

Cerebral Palsy and Disability of Movement, Disability of Sight; Disability of Hearing; (Causes, Early Identification, Management & Prevention).

Epilepsy: Manifestation, Causes, Types and Management (first aid)

Mental Retardation: Definition; Classification; Causes; Associated Problems; Prevention & Early Identification; Assessment; Prognosis and Types of Interventions. Speech and Language Problems of Children: Assessment of Language, Types of Speech Problems and Types of Interventions

Autism Spectrum Disorders: Manifestation (Asperger and Autism); Causal Associates; Early Identification and Assessment; Prognosis and Types of Interventions.

Unit III

Learning Problems

Scholastic Backwardness: Casual Associates; Framework of Assessment; and Types of Interventions

Learning Disabilities: Definition, Causal Associates; Associated Problems; Assessment; Prognosis and Types of Interventions

Workshops for Spot Diagnosis

Unit IV
Internalizing Problems and Externalizing Problems
(Manifestation, Causes & Management)

Fear & Anxieties including School Phobia and Examination Stresses
Depression & Suicide
Conversion Reaction
Obsessive Compulsive Reaction Disorder
Conduct Disorders
Attention Deficit Hyperactive Disorder
Substance Abuse

PRACTICAL

A) Field Work Tasks

- Participant's observations of professional working with children with disability / Learning and Behaviour problems
- Observe process of work of assessment for diagnosis of at least four different types of disability / learning and behaviour problems

B) Self Development Workshops

- Examination Stress

SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Students would be attending Child & Adolescent Guidance and Counselling Centres to observe children with different Disabilities, Behaviour & Learning Problems
- Student would be conducting participant observations of professionals working with children with disability / learning and behaviour problems.
- Workshops for spot diagnosis of children with L & B problems in CGC / AGSC on the basis of manifestation of disorders

B) APPLICATIONS

- The student would study at least four children with Disability or Learning & Behaviour Problems to comprehensively study the manifestations, multidisciplinary assessments and interventions.
- Student would identify criteria for differential diagnosis of different learning and behavior problems.

Knowledge	Skills	Applications
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<p>Basic Introduction to Child Development</p> <p>Development of Children: Theoretical Perspectives</p> <p>Developmental Characteristics of Children Key Issues across Developmental Stages</p> <p>Play Development in Children Play activities and games of children across developmental stages.</p> <p>Development of skills in children</p>	<p>Interpreting behavior and development of children with reference to ‘Developmental’ and ‘Ecological’ context</p> <p>Playing with children across developmental stages</p> <p><i>(The above would be carried out through assignments of observing children in naturalistic settings, field placements and subsequent discussions and interpretations of these observations during skill workshops and group discussions)</i></p>	<p>Play activities of children across ages</p> <p>Developmental characteristics of child Micro processes of pre school education</p>
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Speech and Language problems of children: Types; Prognosis; Management and Assessment of Language.

Learning Problems

Scholastic Backwardness: Casual Associates; Framework of Assessment; Management.

Learning Disabilities: Definition, Causal Associates; Assessment; Prognosis and Management

Borderline Intelligence: Manifestation assessment & Types of Interventions

Behavior Problems

Internalizing problems

(Manifestation Causes & Management)

Externalizing Problems

(Manifestation, Causes, Management)

Suggested Readings

Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). *Abnormal psychology*. Boston: Pearson

- Mane, P. (1993) *Mental Health in India (Issues and Concerns)*, Tata Institute Gandevia, Katy of Social Sciences.
- Ollendick, T. H. & Harsen, M. (1989) *Handbook of Child Psychopathology*, Plenum Press, New York
- Hayden, A. H., Smith, R. K., & Hippel, C. S. V. (1978). *Children with Learning Disabilities: Guide for Teachers, Parents.*, US Department of Health and Human Services (Head Start Bureau)
- Riper, C. V. & Erickson R. L. (1996). *Speech Correction*, Allyn & Bacon, U.S.A
- Cheng, K., Myers, K. M., & Ovid Technologies, Inc. (2011). *Child and adolescent psychiatry: The essentials*. Philadelphia: Wolters Kluwer/Lippincott Williams and Wilkins Health.
- Wicks-Nelson, R., & Israel, A. C. (2015). *Abnormal child and adolescent psychology, with DSM-V updates*. Boston: Pearson
- Walker, C.E. & Roberts, M. C. (1992). *A Handbook of Clinical Psychology*. John Wiley & Sons
- Neisworth J. T. & Smith R. M. (1978). *Retardation (Issues, Assessment and Intervention)*. McGraw Hill Book Company
- Maloney, M. P., & Ward, M. P. (1979). *Mental retardation and modern society*. New York: Oxford University Press
- Kumar, S. (2007) *Children with Mental Retardation and Associated Disabilities*. Kanishka, New Delhi
- Sadock, B. J., Sadock, V. A., Ruiz, P., & Kaplan, H. I. (2017). *Kaplan and Sadock's comprehensive textbook of psychiatry* (10th ed.). Wolters Kluwer.
- Trevarthen, C., Aitken, K., & Papoudi, D. (1998). *Children with Autism – Diagnosis and Interventions to Meet Their Needs* (2nd ed.). Jessica Kingsley Publishers
- Karant, P. (2009). *Children with Communication Disorders*. Orient Black Swan, New Delhi

TECHNIQUES OF CHILD AND ADOLESCENT ASSESSMENT

Paper Code: SHSS PSY 05 01 03 C 3126

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

OBJECTIVES

- To acquire an understanding of issues & processes of assessment of children across ages.
- To familiarize with the measures of assessments across domains.
- To develop an understanding of usage and application of selected measures of assessment. To gain competency in skills of conducting observations and interview as methods of assessment of children and adolescents.

THEORY

Unit I

Interviewing and Observation as a Method of Assessment

Understanding Interview as a method.
Interviewing Skills (Listening, Leading, Reflecting, Interpreting & Summarizing)
Questioning Skills in Clinical Interview (Socratic Questioning, Circular Questioning etc.)
Application of Interviewing Skills: Case History; Family Functioning Assessment; Exploring Parental Concerns and Interviewing Adolescents
Understanding Observation Method
Types of Observations
Process of Conducting Observations
Process of Conducting Play Sessions
Recording and Interpreting Observations across Domains
Denver Developmental Screening Test

Unit II

Assessment of Intelligence and Adaptive Behavior

Concept & Theory of Intelligence
Concept of Adaptive Behaviour
Wechsler's Intelligence Scale for Children (WISC III) and Indian norms of WISC (Father Malin's)
Stanford Binet Intelligence Test
Ravens Progressive Matrices
Vineland Adaptive Behavior Scale
Assessment of Home Environment: HOME Inventory and Family Environment Scale.

Unit III

Assessment of Temperament, Personality and Socio Emotional Development

Scope of Personality Assessment
Personality Inventories 16 Personality Factor Questionnaire
Semi Projective Tests; Incomplete Sentences Blank; House Tree Person Test
Projective Tests: Children's Apperception Test

Unit IV

Psycho Educational Assessment

Components of Educational Assessment (Reading, Comprehension, Spellings and Writing, Written Expression and Arithmetic)
Process of Educational Assessment; skill Workshops on each of the basic skills
Recording, Interpretation and Analysis of Educational Assessment

PRACTICAL

A) Field Work Tasks

During the placement in CGC / AGSC the students would undertake

- Case history
- Play observations
- Interview adolescents
- Adaptive behavior assessment
- Psycho educational assessment
- Personality assessment

Interpreting clinical observation and assessment undertaken by the professionals in CGC / AGSC

B) Self Development Workshops

- Responding styles
- Listening skills

SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

Workshops would be planned for students to develop interviewing and questioning skills. Students would be familiarized with the specific tests, scales, checklists etc. through demonstrations and mock sessions and simulated practice.

Students would be facilitated to appreciate process of assessments across ages through observations of professionals at work during field placements.

Student would do simulated practice on their long-term case.

B) APPLICATIONS

Students would apply their understanding about different measures of assessment by interpreting the clinical observations and assessments undertaken by professionals.

C) BREAKUP OF THE CONTENTS INTO KNOWLEDGE, SKILLS & APPLICATION AREAS

Knowledge Skills Applications • Professional Practices in • Identifying appropriate Clinical work: Assessment of Children measures that can be used • Case History and Adolescents for children of different ages to assess their

Method development /skills and • Adolescent

• Observation as a Method abilities. Interviews, • Process and measures of Interviewing and • VABS assessment of Infants & questioning Skills • Multiple

Pre-schoolers • Listening • Intelligences • Process and measures of • Leading assessment of school • Reflecting • Learning styles aged children • Summarizing

• Process and measures of • Setting Boundaries assessment of • Interviewing Parents Adolescents and Care Givers to

• Psycho Educational understand Assessment: need scope Developmental and process history, Family

Functioning

- Skills and methods of observation
- Conducting observations of children across developmental stages and across settings

- Conducting psycho
educational assessment.

**(All the above would be actualized
through skill workshops, field
placement and observations of
professionals at work)**

Suggested Readings

- Anastasi, A. U. (2006). *Psychological Testing* Pearson Education. New Delhi
- Bracken B. A. (1991) *The Psychoeducational Assessment of Preschool Children* (2nd Ed.), Allyn and Bacon
- Brammer, L. M., & Mac D. G. (2003). *The Helping Relationship*. Allyn and Bacon, Boston
- Cooper, J. D., & Kiger N. D. (2005). *Literacy Assessment- Helping Teachers Plan Instruction*. (2nd Ed.), Houghton Mifflin Company
- Hirisave, U., Kapur, M., & Oomman, A. (2002). *Psychological Assessment of Children in the Clinical Setting*. NIMHANS, Bangalore
- Ingram, C. F. (1980). *Fundamentals of Educational Assessment* D. Van Nostrand Company
- Morgan, L. D. (1998). *Focus Groups as Qualitative Research*. Sage Publication, New Delhi
- Reynolds, Cecil. R., & Kamphaus, R. W. (1990). *Handbook of Psychological and Educational Assessment of Children Intelligence and Achievement*, The Guilford Press, New York
- Smith, M. R. (1969) *Teacher Diagnosis of Educational Difficulties*. Charles & Mecrill Publishing Co.
- Smith, M. R. (1969). *Teacher Diagnosis of Educational Difficulties* Charles & Merrill Publishing Co.
- Terry O. (2003). *Assessing Learners with Special Needs An Applied Approach* (4th Ed.), Merrill Prentice Hall

CHILD'S RIGHTS AND POLICY

Paper Code: SHSS PSY 05 01 04 C 3126

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

OBJECTIVES

- To analyze programmes and services for children with respect to Right Based Programming.
- To analyze the school from the system's perspective
- To demonstrate skills in assessing Family Functioning.

THEORY

Unit I

Child Rights

- Convention on the Rights of the Child

- Differentiating between Needs and Rights of Children
- Understanding Right's Based Programming for Children
- Analyzing and Strengthening Institutions & Programmes from Rights Perspective
- Synthesis Workshops

Unit II

Laws related to Disability and Children in Difficult Circumstances

- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995
- The National Trust Act 1998
(The processes of implementation & utilization of the above Acts)
- Juvenile Justice Act
- Immoral Traffic Prevention Act
- Acts related to Adoption
(The processes of implementation & utilization of the above Acts)

Unit III

Understanding School as a Social System

- Critical Appraisal of Educational System in India
- Understanding School Processes with respect to Teaching, Learning, Evaluation, Communication etc.
- Analyzing and Strengthening School as a System
- Mental Health Activities in School; Levels of Interventions

Unit IV

Understanding Family as a Social System

- Theoretical Framework for Understanding Family (Ecological, Developmental and Systems Approach)
- Family Assessment: Genogram, Circular questioning, Mc Masters Model of Family Assessment

PRACTICAL

A) Field Work Tasks

- Studying the School from a 'Systems Perspective'
- Studying micro-processes related to school mental health / counselling services
- Studying the implementation processes related to PWD Act, Certification process for Children with Disability / JJ Act, Juvenile Courts, Child Welfare Committee / Adoption

B) SELF DEVELOPMENT WORKSHOPS

- Negotiation Skills

SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Workshops would be organized to familiarize the students with Rights based programming on CRC (Convention on the Rights of the Child)
- The students would study Institutions working with children. During these visits they would observe programme components and activities and delivery mechanism of these Institutions and analyse them from the Rights Perspective. The students are also expected to then suggest ways of strengthening the institution.
- Field Visits for understanding implementation processes related to PWD Act, JJ Act, Adoption etc (e.g. Juvenile Courts, Child Welfare Committee, Certification process for Children with Disability etc).
- A set of workshops would be planned for students to develop skills in understanding school processes. Simultaneously placement in a school setting would enable observation & analysis of school processes. The students would after studying the school processes suggest alternative processes that would facilitate positive mental health of students.
- Student would be appraised of Mc Master Model of Assessment of Family functioning through demonstration, mock sessions, simulations & guided skills workshops

B) APPLICATION

1. The student would be required to apply their understanding of Rights and Systems perspective to analyze processes of any one of the following Institutions/programmes:

- Children’s Institution
- Programme for Street and Working Children.

2. The student would be required to apply their understanding of school as a system to analyze its processes.

C) BREAK-UP OF THE CONTENTS INTO KNOWLEDGE, SKILLS AND APPLICATION AREAS

Knowledge	
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<ul style="list-style-type: none"> • Situational Analysis of Children in India and National Policies and Programmes for children • Introduction to Right’s Perspective towards Planning Programmes for Children <ul style="list-style-type: none"> • Laws related to Children : Processes of implementation and utilization of Acts • Understanding School as a System • Understanding Family as a Social System • Understanding the Framework for assessment of family functioning 	<ul style="list-style-type: none"> • Observing programmes of children and understanding programme components and delivery mechanisms • Analyzing school the System’s Perspective <p><i>(The above would be actualized through Skill Workshops and Observational Visits and Field Work)</i></p> <p>Rights perspective School processes / observation of children Legislation</p>
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Suggested Readings

- Singh D. (2001). *Child Rights and Social Wrong: Volume 1 An Analysis of Contemporary Realities*, Kanishka Publishers.
- Singh D. (2001). *Child Rights and Social Wrong: Volume 2 An Analysis of Contemporary Realities*, Kanishka Publishers.
- Thukral E.G. et al. (2005). *Status of Children in India, HAQ: Centre for Child Rights*, New Delhi
- Gaur M. (2008). *Child Abuse: A Reality*, Alfa, New Delhi
- World Bank, (2004). *Reaching Out to the Child: An Integrated Approach to Child Development*. Washington, DC. © World Bank.
- Hussain Z. (1990). *Family Systems Therapy: A monograph*, Child Guidance Memorial Society, Dr. Zakir Hussain Memorial Society, Jamia Millia Islamia, New Delhi
- Carter and McGoldrick (1980), *The Family Life Cycle*, Gardner Press, New York
- Gitanjali (2004). *The Great Indian Family*, Sage Publication.
- Sharma N. (2004). *Understanding Childhood Disability in India in Childhood in South Asia*

Semester–II

GROUP WORK & COMMUNITY INTERVENTIONS

Paper Code: SHSS PSY 05 02 05 C 3126

*Lectures: 3, Tutorial: 1, Practical's: 2
Total Credits: 6*

OBJECTIVES

- To develop an understanding of the nature and scope of group work interventions To acquire beginning skills in planning & designing group work intervention with children and adolescents
- To acquire skills in conducting group work interventions
- To develop an understanding of the community, its challenges, concerns and issues. To acquire skills in integrating mental health interventions for children in community-based programme.

Unit I

Group Work as a Method

- Definition, Purpose, and Relevance
- Types of Groups: Treatment Groups and Task Groups
- Principles of Group Work
- Applications of Group Work for Life Skill Development: Self-awareness Communication,

Interpersonal Skills and Empathy, Problem solving and Decision making, Creative thinking and Critical thinking and Coping with Emotions and Stress.

Stages of Group Work

(Planning, Working and Ending stages)

Unit II

Group Work Process and Dynamics

Programme Media and Processing Group Work Activities (Role plays, Games, Simulations)

Frameworks for Designing Group Work Intervention (Donna Walker Cycle, Addie Model)

Group Dynamics: Concept and Components

Leadership Styles and Facilitation Skills

Mock Sessions and Synthesis Workshops

Unit III

Community Organization as a Method

Definition, Purpose & Principles of Community Organization

Stages of Community Organization

Techniques of Knowing the Community (Participatory Learning & Action) Types and Levels of Community Participation; Self Help Groups; Participatory Monitoring and Sustainability

Community Awareness

Unit IV

Community Based Organizations: Structure and Functioning

- Relevance of Community Organisation to Mental Health
- Community Mental Health Service Systems
- Studying Community Based Programmes Working in the area of Disability / Child Care / Adolescent Development
- Strengthening and Integrating Mental Health Activities into existing Programmes for Children

PRACTICAL

A) Field Work Tasks

- Conducting Focus Group Discussion with Adolescents for need assessment
- The student would plan, organize and evaluate group work intervention with Children or Adolescents in a school)
- Critical study of Community Based Organization with respect to the programme activities, service delivery and involvement of community in the programme mechanisms.

B) Self Development Workshops

- Conflict Resolution
- Self Exploration

SCHEME OF TEACHING

A) PROCESS OF ACQUIRING SKILLS

- Skill Workshops on different programme media (Simulations, games. Role plays)
- Skill Workshops on frameworks for Designing Group Work Interventions • Skill Workshops for developing skills of understanding Group Processes and Conflict Resolution.
- Skill Workshops to undertake Life Skill Education with children and adolescents.
- Skill Workshops on Participatory Learning Appraisal Techniques.
- Skill Workshop on Designing Community Awareness Programme.

B) APPLICATION

- The student would plan, organize and evaluate group work intervention with Children or Adolescents in a school)
- The student would critically study Community Based Organization with respect to the programme activities, service delivery and involvement of community in the programme mechanisms.

C. BREAKUP OF THE CONTENTS INTO KNOWLEDGE, SKILLS AND APPLICATION AREAS

Knowledge Skills Application

- Group Work as a • Conducting Focus group • Undertaking Group Work Method : Definition, Discussions for need Interventions in a school Purpose, and assessment of or Children's institution Relevance, Principles adolescents • Studying Community and Types of Group • Using programme Based Organization with Group Dynamics media Games , respect to the programme • Stages of Group Work simulations and role activities, service delivery Community plays for conducting and involvement of Organization as a group work intervention community in the Method • Developing facilitation programme mechanisms. Stages and skills for group work. • Studying Legislative Techniques of • Skills of planning Group processes of the Community Work Intervention. Children's Institution. Organization • Skills of Conducting Life Structure and Skill Education
Functioning of • Techniques of
Community Based conducting
Organization Participatory Learning
Building on Appraisal
Community • Conducting
Community
Awareness Programme

Suggested Readings

Conyne, R. K. (1999). *Failures in Group Work: How We can Learn from Our Mistakes*, Sage Publications India, New Delhi

Garvin, C. D. (1981). *Contemporary Group Work*, Prentice Hall Inc., USA Lindsay, T and Orton (2008) *Group Work Practice in Social Work*, Learning Matters Ltd.

Morgan D. L. (1988). *Focus Groups as Qualitative Research*, Sage Publications, New Delhi.
Ross, M.G. (1967). *Community Organization*, Harper & Row, New York
Siddique, H. Y. (1997). *Working with Communities*, Hira Publications, New Delhi.
Siddiqui, H. Y. (2008). *Group Work: Theories and Practices*, Rawat, New Delhi

Toseland R.W. and Rivas R.F, (2005), *An Introduction to Group Work Practice*, Massachusetts
Werner, D. (1994). *Disabled Village Children (Indian Edition)*, Voluntary Health Association of India.

WHO. (1997). *Life Skills Education in School Programme on Mental Health*, WHO, Geneva.

FAMILY INTERVENTIONS

Paper Code: SHSS PSY 05 02 06 C 3126

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

OBJECTIVES

To develop a basic understanding of the 'Approaches' and Types of Counselling Interventions.

To acquire beginning skills in Guiding & Counselling families.

To acquire beginning skills in Parent Training

THEORY

Unit I

Guidance and Counselling: Basic Concepts

Guidance, Counselling and Psychotherapy: Definitions and Critical Differences. Basic Essential Skills in Counselling (Interview and Communication Skills etc.) Types of Family Interventions: Family Guidance, Family Counselling and Family Therapy

Unit II

Social Casework Practice

Definition and Principles of Social Casework Practice

Process of Social Casework Practice, Study: Thinking in Problem Solving; and Diagnostic Work up; Joint Solution Finding and Goal Setting; Implementation of Plan and Termination (on CGC cases)

Case worker - Client relationship, Role of Case worker

Social investigations; Home visit & School visit

Unit III

Family Guidance

(For Parents of Children with Disabilities)

Guidance Messages for Parents of Children with Mental Retardation, ADHD Learning Disability and Pervasive Developmental Disorders

Sensitization Workshop (Empowered Parents)

Skills of Undertaking Family Guidance (Guided Skill Workshop)

Indications and Contraindications

Practice Guidelines

Unit IV

Parent Training and Therapy

- Parent Child Interaction Therapy (PCIT):
 - Theoretical Constructs; Framework and Content
 - Process of PCIT
 - Indications & Contraindications
 - Practice Guidelines
- Behavioral Modification: Theoretical Constructs and Principles
 - Functional Analysis of Behavior
 - Behavior Modification Techniques
 - Developing Behavior Modification Plan
 - Indications & Contraindications
 - Practice Guidelines

PRACTICAL

A) Field Work Tasks

- During the placement in Child Guidance Centre / Adolescent Guidance Service Centre the students would undertake the following:
 - Social Investigations
 - Parent Guidance and Counselling
 - Parent Training / PCIT

B) Self Development Workshops

- Emotional Intelligence
- Myers Briggs Type Indicator
- Empathy: Losses Exercise

SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Skills in family guidance & counselling would be honed through listening to Experiences of Empowered Parents, Guided Workshops, Simulated Practice and Role Plays.
- Skills Parent training for Behaviour Management and PCIT would be honed through Guided Skill Workshops and case studies to understand clinical applications of Behaviour Modification.
- Assignment on Eco-mapping of services

B) APPLICATIONS

1. Students would undertake Family Guidance / Counselling with families of children with Learning, Behaviour or Developmental Disorders

2. Student will undertake Behavior Modification / PCIT during their field placements in Clinics / Institutions.
3. Student would undertake Social Investigation and Restructuring of Home Environment for two cases.

C. BREAKUP OF CONTENTS INTO KNOWLEDGE, SKILL AND APPLICATION AREA

Knowledge	Skills	Applications
<ul style="list-style-type: none"> • Concept of Guidance counselling and psychotherapy <ul style="list-style-type: none"> • Approaches to counselling: Theoretical Orientations • Types of Family Interventions <ul style="list-style-type: none"> • Social Casework Practice: Principles, Stages and Process • Family Guidance: Framework • Guidance messages for parents of children with Disability, ADHD Learning Disability, Border Line Intelligence and Pervasive Developmental Disorders • Concept Process and Techniques of Parent Training • Theoretical Constructs of PCIT • Framework and Process of conducting PCIT • Behaviour Modification Theoretical Constructs • Principles and Methods • Functional Analysis of Behaviour <ul style="list-style-type: none"> • Behaviour Modification 	<ul style="list-style-type: none"> • Basic Skills in Counselling (Rapport Formation, Interview, Communication and Skills, for promoting disclosures etc.) • Skills of Family guidance • Skills for Conducting Parent training for Behaviour Management and Parent child Interaction Therapy <p style="text-align: center;"><i>(All there would be honed through workshops demonstrations, mock sessions, and role plays.)</i></p>	<p>Clinical Work (I Term):</p> <ul style="list-style-type: none"> • Diagnostic workup, <ul style="list-style-type: none"> • Social investigations (Home visit, HOME, school visit etc.) <p>Clinical Work (II Term):</p> <ul style="list-style-type: none"> • Parent Counselling, • Home based intervention with parents, parent training, PCIT, • Clinical case report

Techniques		
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LIST OF READINGS

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- Carter and McGoldrick. (1980). *The Family Life Cycle*, Gardner Press, New York
- Cristiani, Therese Psychotherapy, Prentice Hall, Inc. Englewood Cliffs, New
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- Thompson, C. L. (1983). *Counselling Children*, Brooks /Glen Publishing Company
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- Venkatesan, S. (1992). *Children: A Manual for Teachers*, NIMH, Secunderabad, Bangalore
- Wasik, B.H and Bryant, D.M. (1990). *Home Visiting*, Sage Publication, New Delhi

INTERVENTIONS FOR CHILDREN

Paper Code: SHSS PSY 05 02 07 C 4004

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

OBJECTIVES

- To acquire beginning skills in Play Therapy for children with Emotional and Behavior problems.
- To acquire understanding of strategies for enhancing skills development in children with Disabilities and Emotional Problems.
- To critically appreciate the strategies for reworking the school environment for children with Disabilities & Learning problems

THEORY

Unit I

Directive Play Therapy

Play for Therapy with Children
Communicating with Children; Promoting Disclosures
Directive Play Therapy: Theoretical underpinnings
Framework and Role of Therapist
Using different Play Media with Children
Practice Guidelines
Indications and Contraindications
Applications of Play Therapy

Unit II

Non-Directive Play Therapy

Theoretical Underpinnings
Exploring Non-directive Play Therapy: A Case Study Approach
Role of the Therapist
Setting up of Play room
Stages of Play Therapy
Practice Guidelines
Indications and Contraindications

Unit III

Skill Training

Concept of Skills Training
Activities of Daily Living and Communication Skills (Ref. to Mentally Challenged Children); Activities and Methods
Social Skills Training (Ref. to children with Emotional / Behavioral Disorders) Sequence, Activities and Methods

Unit IV

Reworking School Environment

Modifications in Teaching, Learning and Evaluation Processes for Children with ADHD, Aspergers and Learning Disability
Provision by CBSE & Alternative Education Systems
Mainstreaming, Integration and Inclusion; Concept & Scope

Creating Least Restrictive Environment in School: Some Models

PRACTICAL

A) Field Work Tasks

- Students would apply Play Techniques for counselling children with behaviour and emotional difficulties
- Students would psycho-educate parents for reworking school environment of the child

B) Self Development Workshops

- Enhancing Self Esteem

SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Students would be exposed to the process of undertaking 'Play Therapy' with children through simulations, role plays, demonstrations & practice sessions.
- Students would be exposed to the process of undertaking Family Life Education with Adolescents through self-development workshops, facsimile experiences and practice sessions with groups of adolescents.

B) APPLICATIONS

1. Students would undertake short term Play Therapy with an abused child or child having an emotional problem.
2. Student would design a context specific module on Family Life Education for Adolescents in small groups.
3. Student would document in groups 'Best Practice' in inclusive / alternative education for children with learning problems.

C) BREAKUP OF CONTENTS INTO KNOWLEDGE, SKILL AND APPLICATION AREAS

Knowledge Skills Applications

<ul style="list-style-type: none"> • Play Techniques for Children: Theoretical Underpinnings. • Directive Play Therapy • Non Directive Play Therapy • Skill Training • Family Life Education • Reworking School Environment 	<p>Process of undertaking Play Therapy with children</p> <p>Negotiating towards joint solutions for creating least restrictive environment for the child.</p> <p>(All these would be honed though workshop, demonstrations, mock sessions & role plays)</p>	<ul style="list-style-type: none"> • Case study of the child • Direct intervention with the child (0-12years) in the clinic / institution (individualcounselling, playtherapy or using play techniques)
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Suggested Readings

- Alonso, A., & Swiller, H.I. (1992). *Group Therapy in Clinical Practice*, American Psychiatric Press, Inc.
- Beck, J. S. (2011). *Cognitive Therapy: Basics and Beyond (2nd ed.)*. NY: Guilford Press.
- Bernard, H. S. & MacKenzie, K.R. (eds.) (1999), *Basics of Group Psychotherapy*, Guilford Press.
- Bion, W.R. (1959) *Experiences in Groups and other Courses*. N.Y.: Basic Books.
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- Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy. Theories and*

Interventions (4th Edition). Delhi: Pearson Education, Inc.

Carter, B. & McGoldrick, M. (1999). *The changing family life cycle*. 3rd. Ed. Boston: Allyn and Bacon.

Prochaska, J.O., & Norcross, J.C. (2013). *Systems of psychotherapy: A transtheoretical analysis (8th ed.)*. Cengage Learning

Sharf, R.S. (2016). *Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.)*. Singapore: Brooks/Cole.

Simon, L. (2000). *Psychotherapy: Theory, practice, modern and postmodern influences*. Westport, Connecticut: Praeger.

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INTERVENTION FOR ADOLESCENTS

Paper Code: SHSS PSY 05 02 08 C 4004

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

OBJECTIVES

To acquire beginning skills in undertaking Cognitive Behaviour Therapy with Adolescents.
To acquire beginning skills in undertaking Family Life Education with Adolescents
To acquire beginning skills in conducting Career Guidance and Counselling with Adolescents.
To develop an understanding of Group Counselling Technique

THEORY

Unit I

Cognitive Behaviour Therapy

Theoretical Underpinnings

Basic Concepts of Cognitive Behaviour Therapy, Core Beliefs; Negative Automatic Thoughts; Thought Feeling Action Cycle; Cognitive Distortions

Process of Cognitive Behaviour Therapy

Case Conceptualization
Mental Status Examination
Identifying Cognitive Distortion

Unit II

Cognitive Behavior Therapy: Application

Cognitive Techniques of Interventions
Behavioral Techniques of Intervention
Matching Techniques to Common Problems of Adolescents: Anxiety, Depression and
Common Developmental Issues
Practice Guidelines
Indications & Contraindications
Documentation

Unit III

Family Life Education

Concept of Family Life Education and Scope
Designing and implementing of FLE Programme
Sexuality & Gender (Self Development Workshop)
Reproductive Health and HIV AIDS

Unit IV

Career Guidance and Counselling

- Need and Scope of Career Guidance
- Basic Concepts of Career Guidance: Characteristics of Career; World of Work; Influences on Career Choices
- Domain of Career Assessment: Interests; Aptitude; Personality; Academic Profiling and Informal Methods
- Planning and Conducting Career Talks
- Individual Profiling
- Process of Career Counselling

PRACTICAL

A) Field Work Tasks

Student would:

- Conduct Career Talks
- Undertake Individual profiling of two students for undertaking Career Guidance •
Undertake Cognitive Behaviour Therapy with one or two adolescents

B) Self Development Workshops

- Sexuality and Gender • Cognitive Beliefs
- Addressing Irrational Cognitive beliefs

SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Student would be exposed to Techniques of Cognitive Behaviour Therapy through role plays, demonstrations and practice sessions.
- Skill workshops would be designed for conceptualizing a case, evolving working hypothesis & planning interventions through case studies and life presentation of cases being handled by students in the field.
- The student would be exposed to conducting career talks through mock sessions in class room & practice sessions in schools.
- The student would be familiarized with different measures for understanding career assessment of students.
- Students would be exposed to the process of undertaking 'Skill Training' with children through simulations, role plays, demonstrations & practice sessions.

APPLICATIONS

- The student would be able to undertake Career Guidance with three students.
- The student would undertake CBT with 1 -2 Adolescents.
- The student would design a context specific Family Life Education Programme for Adolescents

Knowledge	Skills	Applications
<p>CBT Theoretical underpinning and Basic Concept and Techniques. ,CBT –process</p> <p>Application of CBT to common problems and development mental issues of adolescents</p> <p>Family Life Education</p> <p>Group Counselling</p> <p>Career Guidance : Concept ,Process of Individual and Group Guidance</p>	<p>Skills of Cognitive Behaviour Therapy Assessment.</p> <p>Case Studies for case conceptualization</p> <p>Demonstration of Behavioural & Cognitive Intervention through role plays, video feedback rehearsals.</p> <p>Planning CBT Interventions</p> <p>Skills of conducting career talks</p> <p>Interpreting findings of vocational profiling.</p> <p>Collection of data on different careers.</p>	<ul style="list-style-type: none"> • Career Guidance and Profiling • Direct intervention with the adolescents (Practice skill of Cognitive Behaviour Therapy, Supportive Counselling etc.)

Suggested Readings

- Beck, J. S. (1995). *Cognitive Therapy: Basics and Beyond*. NY: Guilford Press.
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Orvaschal, H., Faust, J., & Hersen, M. (2001). *Handbook of Conceptualization of Treatment of Child Psychopathology*. Pergamon Netherlands

INTEGRATING INTERVENTIONS

Paper Code: SHSS PSY 05 02 09 C 4004

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

I. OBJECTIVES

1. To integrate assessment and therapeutic intervention skills in context of the situation, need and age.
2. To design, monitor and evaluate mental health interventions at individual, group or community level.

THEORY

Unit 1. Planning School Mental Health Programme

Concept

WHO Model of School Mental Health

Need Assessment Strategies

Designing the Services

Pedagogy for Training

Developing Workshops for Parents and Teachers

Unit 2 Planning Intervention for Children: Clinical Work at CGC/ AGSC

Conceptualizing Assessment

Integrating Assessment to reach Diagnostic Workup

Planning Interventions

Unit 3 Planning Intervention for Children in Difficult Circumstances

Understanding impact of Trauma and Abuse on Children

Planning intervention for children affected by trauma and abuse

Issues in Pre & Post Adoptive Counselling of Parents

Supportive Counselling

Crisis Intervention

Unit 4 Ethical Issues in Counselling

Role of an Effective Counsellor

Conceptual Framework for Ethical Decision Making

Good Practices of Counselling Services in School

Application of Ethical considerations (Simulated Exercises)

III. PRACTICAL

A) Field Work Tasks

Undertaking supportive interventions for Children in Difficult Circumstances.

Undertaking interventions with children with learning and behaviour problems in Child Guidance Centre and Adolescents Guidance Service Centre.

B) Self Development Workshops

Stress Management

Child Sexual Abuse

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

The paper is essentially a skill based one wherein the student would integrate assessment and interventions learnt across papers to address issues, concerns and problems of children at individual, group and community level. The students will practice these skills during their placements in Clinics, Schools and Institutions for children in difficult circumstances. The students would be provided individualized supervision through faculty and outside professionals. Skill workshops would also be conducted to facilitate the students to integrate frameworks of assessments and interventions.

B) APPLICATIONS

The students would be given the following assignments to apply the key skills learnt during the programme:

The student would formulate Intervention plans for two children with (Diagnostic workup given) Learning & Behaviour Problem

The student would design an Individual & Group Intervention for children who are trafficked or are affected by violence or abuse.

The student would identify 'best practice' of interventions with children in difficult circumstances based on field work experiences

The student would evolve school mental health programme in context of study of their school.

The student would Design Training Sessions / Modules along specific data collected during Training Need Assessment

Students would plan workshops in small groups on positive parenting in a school setting.

Developing career guidance service.

C) BREAKUP OF CONTENTS INTO KNOWLEDGE SKILL AND APPLICATION AREAS

Knowledge	Skills	Applications
• Planning & organizing Workshop	• Workshop on Need Assessment & designing Training for Parent and Teachers	• Case Study of Self
• Planning Interventions for Children with Learning & Behaviour Problems	• Sensitization Workshops to understand impact of Trauma, Abuse and Neglect	• Undertake supportive Interventions for children in difficult circumstances
• Planning Interventions for Children in Difficult Circumstances	• Workshop on issues of Pre adoptive & Post Adoptive Counselling	• Design and implement context specific family life Education program for Children & adolescents
• Planning School Mental Health Programme Ethical Issues in Practice	• Workshops on Integrating Assessments to draw intervention plans Adoptive Counselling	• Designing and implementing need based training. • Any other

LIST OF READINGS

Bhargava V., (2006). *Adoption in India*, Sage Publication Ltd, New Delhi.

Everett B., (2001). *The Link Between Childhood Trauma & Mental Illness*, Sage Publication, U.K.

Kapur M., (1997). *Mental Health in Indian Schools*, Sage Publications India, New Delhi.

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Saxena A., (2006). *Organization of Counselling Services*, Rajat Publications, New Delhi.

Simon D., (1998). *Guiding Recovery from Child Sexual Abuse: Horizons of Hope*, Jessica, London.

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Paper-10

Field Work

SHSS PSY 05 02 10 C 0202

Objectives

1. To facilitate the development of thinking, feelings and attitude relevant to professional practice.

2. To provide exposure opportunities to work with children and child related systems to develop sensitivity about issues and concerns of children.
3. To enable students develop core skills relating to preventive, promotive & clinical activities with children across settings.
4. To develop among students, the ability to integrate theoretical learning with practice experience

Settings

The students would have opportunity of working in the following settings

- School
- Child Guidance Centre & Adolescent Guidance Service Centre
- Children’s Institution

Tasks

Sl. No.	Subject	Task to be undertaken
1	Child Development	<input type="checkbox"/> Micro processes of pre-school education <input type="checkbox"/> Developmental characteristics of child <input type="checkbox"/> Play activities of children across ages

2
 Exceptional Variations in Child Development

Clinical work:

- Educational Assessment
- Personality Assessment
- Corner’s etc.)
- Special diagnostic rating scales (CARS, Spot diagnosis)
- Play sessions (II level)
-

3 Techniques of Child & Adolescent

Assessment

Clinical work:

- Case History
- Play observation
- Adolescent Interviews
- Vineland Adaptive Behaviour Scale
- Multiple Intelligences
- Learning styles

4	Child Rights & Policy	<input type="checkbox"/> Studying School as a System <input type="checkbox"/> Micro process related to school mental health <input type="checkbox"/> Studying Children's Institutions from „Rights“ perspective
5	Group Work & Community Interventions	<input type="checkbox"/> Designing and Conducting Developmental group work with adolescents <input type="checkbox"/> Legislative processes of the Children's Institution
6	Family Interventions	Clinical work (Term I): <input type="checkbox"/> Diagnostic workup <input type="checkbox"/> Social investigations (home visit, HOME, school visit etc.) Clinical work (Term II): <input type="checkbox"/> Parent Counselling <input type="checkbox"/> Home based intervention with parents, parent training, PCIT <input type="checkbox"/> Clinical case report
7	Intervention for Children	<input type="checkbox"/> Case study of the child <input type="checkbox"/> Direct intervention with the child (0-12years) in the clinic / institution (individual counselling, play therapy or using play techniques)

8 Intervention for Adolescents Career guidance and profiling
 Direct intervention with the adolescents
 (Practice skill of cognitive behaviour therapy, supportive counselling)

9	Integrating Interventions	<input type="checkbox"/> Supportive group interventions in the institutions <input type="checkbox"/> Case study of self
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School: During the placement in the school the following tasks would be undertaken by the students:-

- Studying School as a System
- Micro process related to school mental health
- Designing and Conducting Developmental group work with adolescents •
- Micro processes of pre-school education
- Career guidance and profiling

Child / Adolescent Guidance Service Centre: The students would conduct assessments, plan and monitor interventions with children & their families. Following tasks would be undertaken:-
 Spot diagnosis

- | | |
|--|---|
| <ul style="list-style-type: none"> • Case History • Play observation • Adolescent Interviews • Vineland Adaptive behavior Scale • Educational Assessment • Personality Assessment • Special diagnostic rating scales • (CARS, Corner's etc.) • Play sessions (II level) • | <ul style="list-style-type: none"> • Diagnostic workup • Social investigations (home visit, HOME, school visit etc.) • Parent Counselling • Home based intervention with parents, parent training, PCIT • Clinical case report • Restructuring school environment • Direct intervention with the child (0-12years) in the clinic / institution (individual counselling, play therapy or using play techniques) |
|--|---|

- Direct intervention with the adolescents (Practice skill of cognitive behaviour therapy, supportive counselling)

Children’s Institution: In the Children’s Institution the following tasks would be undertaken by the students:-

Studying Children’s Institutions from ‘Rights’ perspective and their legislative processes

Direct intervention with the children and adolescents (Practice skill of Play Therapy, Cognitive behavior Therapy, Supportive Counselling etc.)

Supportive group interventions in the institutions

Other Field Assignments: The student would undertake following other assignments:-

Case study on self

Case study of one child

Placements in the Field

Time Schedule / Days: Every student has to spend a minimum of 15 hours a week (2 days) on field work.

During the first term students would be placed primarily in the schools (Every Tuesday) and AGSC/CGC and also carry out their free flowing assignments related to case studies

(Every Saturday). By the end of the first term they would start visiting Children’s Institutions for 3 – 4 hours on a Saturday.

During the second term students would be placed primarily in Children’s Institutions (Every Tuesday) and AGSC/CGC and also carry out their free flowing assignments related to case studies (Every Saturday). The students would be briefly provided opportunity to work in schools to carry out their tasks related to career guidance.

The placement in the CGC/AGSC will be carried out on rotation in batches on **Tuesdays** and **Fridays** afternoons as per the roster drawn out for the purpose. This placement will be carried out through the year.

Attendance Requirement

The students are required to attend at least 90 percent of total field work days during concurrent field work placement.

Reporting of Field work

Students would get a **Log Sheet** in which they will fill up the work done in the field work

agency. The agency supervisor would duly sign the log sheets.

During the first term the students would be expected to submit **field work reports** on every **Monday**. The report would be based on 'process recording' of experiences in the field. Thereafter they would make **synthesis report** for each of the field work tasks. The synthesis report would comprise all the process recordings of a particular task along with 'Analysis'(i.e. relating field experiences to theory or Learning's) and 'Self in relation to the task'(i.e. Self growth or Feelings).

During the Second term the students would be only submitting Synthesis reports. However, for the purpose of supervision they will be required to make fieldwork diaries.

The Synthesis reports would be the basis of field work evaluation at the end of the programme along with Viva voice.

The internal evaluation will be based on classroom presentations of field work tasks, observations of student's work and process recordings

Field Work Supervision

Every student will be supported through intensive process of individual supervision. The student would get an opportunity of 40 - 45 minutes of individual interaction time with his / her supervisor once in a fortnight (Tuesday afternoons). Group supervision will also be provided to enhance integration of theory & practice and to develop skills.

The students will also be provided clinical supervision for their work in CGC/AGSC.

Paper-11

Internship

SHSS PSY 05 02 11 C 0202

In addition to concurrent field work the students are also required to undergo two months of internship training immediately after appearing in their final examination. Students are not eligible to the award of degree unless they successfully complete this training. Preferences for the area and organizational setting during Internship are invited by February - March every year. The students are expected to make choices in order of preference. The Institute tries to arrange suitable organizations for placement. If in spite of best efforts the Institute may not be able to accommodate preference of the student, they will have to accept the alternative placements