

TRIBHUVAN UNIVERSITY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
Kathmandu, Nepal

MASTER in COUNSELING PSYCHOLOGY
Curriculum (Draft)
2015

MASTER in COUNSELING PSYCHOLOGY
Tribhuvan University
Kathmandu, Nepal

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MASTER in COUNSELING PSYCHOLOGY

Background

Counseling psychology is an applied specialty that focuses on client strengths, the interaction between the person and the environment facilitates person's personal, social, emotional, and spiritual and other growth and development within the frame of multiculturalism. Professional counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counselors work with clients on strategies to overcome obstacles and personal challenges that they are facing. Counseling psychology is now an established profession in a number of countries around the world with master level program and doctoral level program. In many countries it has its own requirement for counselors to obtain licensure or certification to maintain a level of safety and confidence for both client and counselor. A master's degree is required to be a licensed (professional) counselor.

Master in counseling course equips the students to provide developmental, preventative and remedial services to a wide variety of clients, including children and adolescents, women, couples, families, students, police and military personnel, prisoners, medical patients, people with intellectual and physical disabilities, and older adults in varied setting including clinic, rehabilitation, hospital, and the community.

Master in Counseling Psychology, introduced as the first counseling professional course in Nepal, is a rigorous program designed to meet the demand of nation as professional counselor with a strong emphasis on community based psychosocial and mental health counseling background. Focus is made to equip the students to be able to provide general counseling training, including assessment and intervention with multiple approach and strategies required in variety of settings and also conduct researches in the area of mental health. In addition, students gain knowledge and experience applying counseling skills to the prevention and treatment of psychosocial and common mental illness both in clinic, hospital, and in the community.

Need and Significance

There is large gap between psychosocial and mental health problems and mental health policy, quality of services, infrastructure and mental health workforce. Nepal lacks mental health services and the treatment gap is widening. Professional counselors who can conduct research, assessment and specific counseling intervention techniques to alleviate variety of problems related to person, group, and community are in need to fill the gap. Counselors needed to profit from and contribute to the body of knowledge underlying counseling psychology. The existing non-professional, non-degree counselors with six months training are trained for psychosocial supports and problem solving activities. Most of these non-medical professionals engaged in mental health area are functioning more as workers (helpers) than professionals. Counselors with post-graduate diploma are less in number and not trained as scientist who can conduct researches to contribute in generating local knowledge that can immensely help in multicultural settings. Master in **Counseling** Psychology is designed to fill the gap.

In a multicultural setting with majority of people living in the rural areas with lesser idea on mental health problems and less access to mental health services (which is almost non-existent) professional counselors needed to be equipped with a rich array of clinical, counseling, and psychosocial service skills that is appropriate, relevant, and easily applicable to problem from psychosocial e.g., domestic violence, to mental health issues (substance abuse, anxiety, to schizophrenia) with an ability to conduct researches in the field of counseling and mental health.

Mission

Professionalizing Counseling in Nepal.

The mission of the Master in counseling psychology is to provide exceptional academic and counseling/clinical fieldwork experience that emphasizes the core competencies of counseling psychology underpinning values on excellence, diversity, integrity, social justice, advocacy, collegiality, equality of opportunity, and interdisciplinary collaboration.

Master in counseling psychology program offers theoretical, experiential, clinical, and research-supported activities related to Mental Health and Psychosocial Services (MHPSS) with children,

adolescents and adults on different settings including in the community that have less access to professional counseling and psychological supports.

Master in counseling program will train students both as practitioner and researcher to work in settings where traditional mental health intervention can be informed by evidence-based practice for both quality of service and psychosocial and mental health promotion which is the dire need in the context of Nepal where more than eighty percent of people live in rural areas sans quality of psychosocial and mental health services and facilities.

Program Description

The Master of Arts in *Counseling Psychology degree program is sixty five (65) credit hours*, four semester (2 years) course work designed to prepare students as professional counselor in a variety of settings including community. The required core of theory and professional issue classes blend with practicum/fieldwork/internship to integrate the academic and practical aspects of counselor training. The course consists of both theoretical knowledge and practical work. Opportunities are provided to the students to maximize their counseling experiences and their career goals with at least 600 hours of internship/practical experience. During semester work and field experiences students will be supervised. The course prepares counselors to work in varieties of field with individual, families, and group/community, to assess, design and implement some specific counseling strategies.

The course is designed to make students competent both in prevention and intervention level. They will be exposed to a wide array of patient populations and communities for understanding and provide care, support and counseling both at preventive and intervention level. In each semester students need to learn skills, involve in practice, exercise and apply their knowledge and skill. After completion of the program students will be able to conduct and provide direct psychosocial and mental health counseling services to clients across a wide range of medical, research, mental health, and independent practice settings. A limited number of students are admitted each year and placement is competitive.

The Master of Arts in Counseling Psychology program's training emphasizes both academic and applied experiences that incorporate developmental-contextual and multicultural frameworks to understand and promote psychosocial and mental health and well-being in diverse populations. A broad background in counseling and mental health theories and their application will be provided to the students to develop strong counseling skills, gain core professional knowledge and competencies, and master scientifically informed best practices. It is expected that after completion of the course the students will be ready to practice contemporary counseling

Clinical and Community Experience

In a multicultural setting cultural mosaic represents both opportunities and challenges for the health practitioners. Master in Counseling Psychology program is developed in such a way to provide knowledge, skills, and experience in mental health and psychosocial counseling. Training and practice of counseling will be closely supervised. Training will be provided by experienced trainers and settings for practice will be completed by directly visiting communities as well as through different organizations to learn and refine their knowledge and skills.

Students need to complete 65 credit hours of coursework, get trained, and engaged in fieldwork experience. Fieldwork/Internship is must. One of the major missions is to prepare counselor with additional expertise in community based psychosocial services which is hoped to fulfill the wide gap between mental health, psychosocial problems and quality of services in Nepal.

ADMISSION PROCEDURE

ELIGIBILITY for Admission in Master Degree in Professional Counseling Psychology Course

1. Students who have completed Bachelor in Psychology, one year Post-Graduate Diploma in Counseling Psychology
2. Bachelor in Social Work, Health care (education), Bachelor General – with minimum three papers in Psychology
or
3. Bachelor in social sciences and medicines with 6 month's counseling training (Institutional).

SELECTION PROCEDURE

1. Entrance examination (50 marks)
2. Mark Sheet (25 marks)
3. Interview Role play (25 marks)

COURSE SYLLABUS TITLE

Students have to complete 65 credit courses to complete Master in counseling psychology.

FIRST SEMESTER (Basic)			
Paper	Code No.	Cr Hr	Subject Title
I	501	3	Foundations of Counseling
II	502	3	Life-Span Development
III	503	3	Mental Health and Psychopathology
IV	504	3	Multicultural Psychology and Counseling
V	505	3	Critical Thinking: An Intellectually Disciplined Process

SECOND SEMESTER (Basic)			
Paper	Code No.	Cr Hr	Subject Title
VI	506	3	Counseling Communication Skills (Practicum)
VII	507	3	Assessment in Counseling: Theory and Practice
VIII	508	3	Behavior Modification (Theory and Practice)
IX	509	3	Non-directive Counseling (Theory & Practice)
X	510	3	Cognitive Behavioral Approach (Theory & Practice)
XI	511	3	Research Methods I

THIRD SEMESTER			
Paper	Code No.	Cr Hr	Subject Title
XII	512	3	Family Counseling (Theory & Practice)
XIII	513	3	Counseling with Children and Adolescents (Theory & Practice)
XIV	514	3	Solution Focused Counseling (Theory & Practice)
XV	515	3	Career Counseling (Theory & Practice)

XVI	516	3	Research Methods II
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FOURTH SEMESTER – training & intern			
Paper	Code No.		Subject Title
XVII	517	3	Expressive Therapies (Practicum)
XVIII	518	3	Community Based Psychosocial Intervention (Practicum)
XIX	519.A	3	Introduction to Crisis Management Study
	519.B		Optional - Trauma/Crisis Counseling (Theory & Practice)
XX	520	3	Disaster Management Theory & Practice
	520.B		Optional - Mental Health Counseling (Theory & Practice)
XXI	521	5	Thesis

Practice and Exercise

Counseling practice and classroom exercises/role play will be designed according to subject and skill requirement. Students need to participate in the skill learning training and workshop and practice both inside classroom as well as in the field as assigned by the concerned teacher.

Project Work/Thesis

The project work/thesis has to be carried out in consultation with the academic coordinator's approval and supervision. The submitted topic will be discussed between co-coordinator and concerned class teachers.

- A thesis would have to be submitted at the end of the work. The thesis should be based on fieldwork/case studies, etc
- The thesis should be about 100 to 150 typed pages (double space).
A counseling intervention is to be included.
- In lieu of the project work, the student can attach himself/ herself to an organization where counseling work is carried out and complete an Internship programme of a minimum of 2 months. A certificate of having completed the internship has to be submitted along with the thesis. The internship could be used to collect the data along with counseling intervention.

- The thesis can be submitted for evaluation at the end of the internship period.

Assignment:

The department will provide questions/topic to the students that have to be answered in the student's own words after reading the study material and then submit the hard copy for evaluation. Students should follow APA format writing while submitting assignment papers/thesis. The assignments are to evaluate student's understanding of the topic, its concept and details about the issue/theory. It is important that students carefully study the materials while preparing the answer. Marks of the each assignment will be added in the internal evaluation marks.

Final Exam Evaluation Criteria

1. TU Semester examination (Theory paper)
2. Internal Evaluation (Practical)

DETAIL OF COURSE SYLLABUS

FOUNDATIONS OF COUNSELING

Paper: I

Teaching Hr. 48

Course Code : Counseling Psy 501

Theory: 50

Credit Hr: 3

Practical: 50

Course Description

This paper introduces counseling as a unique professional practice and a scientific discipline among other helping professions. It covers basic introduction of counseling, counselor and clients along with major theories that explains mental health problems. It is also focus on counseling environment, skills needed, and the stages and processes of counseling. The overall objective of the paper is to familiarize the students about nature, theories and practices of counseling.

Course Objectives

After completing this course, students should be able to understand historical, philosophical, social factors in the development of counseling, present status of the counseling, characteristics, role and responsibilities of a counselor; theories related to counseling, counseling stages, skills needed for counseling and the ethical issues related to counseling.

Content of course of study

Unit I: Counseling Introduction

1. Definition and relationship with other helping profession,
2. Diversity of counseling practice,
3. Counseling as interdisciplinary area of study,
4. Settings and aims of counseling,

Unit II: Counseling Profession: Counselor, Clients, and Issues of Counseling

5. Counselor as therapeutic person, professional, and characteristics of an effective counselor, issues faced by beginning counselor,
6. Philosophical and professional basis of Counseling Psychology
7. Counseling profession: Past, Present, and Future – A brief history related Helping professions, historical trend of counseling profession,
8. Multicultural/Social justice focus. Cultural and historical origins of counseling

Unit III: Theoretical Approaches to Counseling & Techniques

9. Freud and Alder's approach,
10. Gestalt approach,
11. Behavior, cognitive behavior approach and Person-centered approach,
12. Rational Emotive Behavior Therapy (REBT),
13. Feminist and Post-modern approaches (narrative therapy, solution-focused brief therapy;
14. Extension, Adaptations and spinoffs of the major theories and multicultural and social-justice focused approaches.

Unit III: Counseling consulting environment and Counseling Skills

Introduction to counseling skills:

15. Verbal and non-verbal,
16. Basic and advanced skills in counseling interview

Unit IV: Counseling Process

17. Introduction to contact,
18. assessment, diagnosis,
19. Case conceptualization, treatment plan and termination
20. Multicultural/Social justice focuses in counseling skills

Unit V: Ethics in counseling

21. Counseling relationship, Confidentiality and privacy, Professional responsibility, Relationship with other professionals, Evaluation, assessment, and interpretation, Supervision, training and teaching, Research and publication

Methods of Instruction

This course is both a theoretical and application course. Instructional methods will include, but are not necessarily limited to lecture, power point presentations, role-play, case analysis, site visitations, and videos. Students presentation is important aspect of learning process.

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments (at least 5) & presentation	10
Term Paper/Project work/Skill Applications	20
Performance in the term end examination	15
Total marks	50

Role play/ classroom demonstration

Students need to learn and demonstrate some basic skills related to counseling as taught, trained, and demonstrated by the teacher

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include counseling or assessment issues related to community or organization. The students have to describe, analyze and show the expertise. It may also include collection of information from daily, weekly newspaper, magazine on the issues related to mental health, psychosocial health, and counseling.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given subject. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommended Readings

1. ACA, (2014)Code of Ethics. American Counseling Association. counseling.org)
2. Don C. Locke, Jane E. Myers, and Edwin L. Herr (eds) (2001). The Handbook of Counseling. Thousand Oaks, California. Sage Publications, Inc.
3. Edward Ed Neukrug (2012). The World of the Counselor: An Introduction to the Counseling Profession (4th Edition). Belmont, CA, USA. Brooks/Cole, Cengage Learning)
4. Gerald Corey (2009). Theory and Practice of Counseling and Psychotherapy (8th Edition). Belmont, CA, USA. Thomson, Brooks/Cole.
5. John McLeod (2003). An Introduction to Counesling (3rd Edition). New York. Open University Press)
6. Vanja Orlans and Susan V. Scoyoc (2009). A Short Introduction to Counseling Psychology. Los Angeles, London, New Delhi, Singapore, Washington DC, Sage Publications , Ltd.

Suggested Readings

7. Brown S. D. and Lent, R.W. (2008). (4th ed). Handbook of Counseling Psychology. Canada. John Wiley & Sons, Inc., Hoboken, New Jersey.
8. Palmer, S. (ed). (2000). Introduction to Counseling and Psychotherapy: The Essential Guide. London. Thousand Oaks, New Delhi. Sage Publications, Ltd.

Other Related Information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

LIFE-SPAN DEVELOPMENT

Paper: II

Teaching Hr. 48

Course Code : Counseling Psy 502

Theory: 50

Credit Hr: 3

Practical:50

Description and Objectives:

Life-span development provides students basic concepts of development of physical, cognitive, social, emotional, and sexuality. This also provides the important information on growth, development, challenges and their influence on personality development. The theories provide important inputs on growth and development. The course is expected to prepare the students to understand a person in different seasons of life, crisis, and normal and abnormal course of development.

Content of course of study

Unit I: Introduction to Life-span Development Introduction to Life-span Development

1. Meaning and importance of life-span development; Characteristics of life-span (lifelong, multidimensional, multidirectional, plastic, contextual, etc); Nature of development (biological, cognitive, and socioemotional); Periods of development and conceptions of age; Significant facts about development
2. Issues Related to Lifespan Development: Heredity v/s Environment, Active v/s Passive, Continuous v/s Stage-wise, Stability and Change
3. Scope of Life span development: Counselling psychologists, School Counsellors, Marriage and Family Counsellor, Career Counsellors, Drug Counsellors, Rehabilitation Counsellors, Clinical Psychologists, Psychiatrists, Social Workers, and Child Welfare workers. Methods of studying life-span development

Unit II: Theories of Development

4. Psychoanalytical Theory (Freud and Erikson)
5. Cognitive theory (Piaget)
6. Socio-cultural theory (Vygotsky)
7. Learning and social cognitive theory (Bandura,)
8. Ecological theory (Gibson)

Unit III: Childhood and Adolescence Development

Early and middle childhood Development

9. Physical changes, health, disabilities
10. Cognitive changes, Language development and education
11. Socio-emotional development in early and middle childhood: emotional and personality development. Families, peers, play, and schools

Adolescent Development

12. Physical and Cognitive development: Nature of adolescence, physical changes, adolescence health, schools and adolescents
13. Socio-emotional development in adolescents: the self, identity, and religious and spiritual development, families, peers, culture and adolescents, adolescent problems

Unit IV: Early and Middle Adulthood

Early Adulthood Development

14. Physical and cognitive development: Transition from adolescence to adulthood, physical development, sexuality, cognitive development, careers and work.
15. Socio-emotional development: stability and change from childhood to adulthood. Attraction, love, and close relationships, adult lifestyles, marriage and the family, gender, relationships, and self-development

Middle Adulthood Development

16. Physical and cognitive development: Nature of middle adulthood, physical development, cognitive development, careers, work, and leisure, religion and meaning of life.
17. Socio-emotional development: personality theories and development stability and change, close relationship

Unit V: Late Adulthood and Ending

18. Physical development in late adulthood: cognitive functioning, language, work and retirement, mental health, religion
19. Socio-emotional development: Theories of socio-emotional development, personality, the self, and society; families and social relationships, ethnicity, gender, and culture, successful aging,
20. Death system and cultural context, perspective on death, coping with the death of someone else.

Methods of Instruction

Instructional methods will include lecture, power point presentations, case analysis, and videos. Student's presentation is important aspect of learning process.

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments (at least 5) & presentation	10
Assignment of Term Paper/Project work/Skill Applications	20
Performance in the term end examination	15
Total marks	50

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include issues related to child, adolescent, adult, late adulthood crisis and challenges. The students have to describe, analyze and show the expertise on the specific topic provided. It may also include collection of information of socialization and its effect on personality development, or issues related to psychosocial health, wellbeing and counseling.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given subject. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommended Readings

1. George Zgourides, Psy. D. (2000). *Developmental Psychology*. Foster City, CA. IDG Books Worldwide.
2. John W. Santrock (2011). *Life-Span Development* (13th edition). USA. McGraw Hill.
3. Patricia H. Miller (2011). *Theories of Developmental Psychology* (5th edition). USA. Worth Publishers.

Suggested Readings

4. Erikson, Erik H. (1987). *Childhood and Society* (Reprint). London, Glasgow, Toronto, Auckland. Paladin Grafton Books (A division of the Collins Publishing Group).
5. Miller, Patricia H. (2011) *Theories of Developmental Psychology*. New York, NY. Worth Publishers
6. Piaget, Jean (1979). *The Child's Conception of the World* (Reprinted). London. Routledge & Kegan Paul Ltd.
7. Shaffer, David R. and Kipp, Katherine (2014). *Developmental Psychology: Childhood & Adolescence* (9th ed). United States, Wadsworth CENGAGE Learning.
8. Sugarman, Leonie (2001). *Life-Span Development: Frameworks, Accounts and Strategies* (2nd ed). Taylor & Francis e-Library (2005)
9. Zgourides, George (2000). *Developmental Psychology*. New York, NY. IDG Books Worldwide, Inc

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

MENTAL HEALTH AND PSYCHOPATHOLOGY

Paper: III

Course Code : Counseling Psy 503

Credit Hr: 3

Teaching Hr. 48

Theory: 50

Practical: 50

Description and Objectives

This paper provides an understanding of current global mental health situation, treatment gap and the information about mental health problems and behavioral disorders. It traces the historical views on mental disorders, various types of mental and behavioral disorders, models that explains mental disorders, and ways to diagnose the problems.

The topics introduced covers mental health problems of children, adolescence, adult, and the aged. It is expected that after the completion of the course, students will have an understanding of mental health situation, different types and forms of mental disorders, theories that explain mental disorders, its causes, classification, and assessment.

Content of course of study

Unit I: Mental Health Situation

1. Mental Health Situation
2. Mental Health System in Low Income Countries
3. Mental Health Gap
4. Mental Health System in Nepal

Unit II: History and Early Views on Abnormal Behavior

5. Determining criteria for psychological disorders, views before science, forces of evils in Middle and Renaissance, rationality of reason,
6. transition to scientific accounts of psychological disorders

7. Models of Abnormal Behavior: Multipath model of mental disorders: biological factors, psychological factors, social factors, and sociocultural factors

Unit III: Mental and Behavioral Disorders I

8. Familiarization with ICD-10 and DSM V classification of mental disorders
9. Anxiety disorder: types, etiology, and treatment
10. Dissociative Disorders and Somatoform Disorders, factitious disorders
11. Stress disorders: types, etiology, and treatment
12. Personality disorders: diagnosis and treatment
13. Mood disorders: types, diagnosis, and treatment

Unit IV: Mental and Behavioral Disorders II:

14. Substance related disorder: types, diagnosis, and intervention
15. Sexual and gender identity disorders
16. Cognitive disorders: types, etiology, and treatment
17. Schizophrenia: types, diagnosis, etiology, treatment
18. Disorder of childhood and adolescence: ADHD, elimination disorders, learning disorders, mental retardation, etiology and treatment

Unit V: Assessment and Treatment

19. Assessment of abnormal behavior: Observation, interviews, psychological tests, case formulation
20. Classification of abnormal behavior: DSM-TR mental disorders, others classification system.
21. Case analysis

Methods of Instruction

This course is both a theoretical and application course. Instructional methods will include, but are not necessarily limited to lecture, power point presentations, role-play, case analysis, site visitations, and videos. Student's presentation is important aspect of learning process.

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments (at least 5) & presentation	10
Assignment of Term Paper/Project work/Skill Applications	10
Performance in the term end examination	15
Total marks	40

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mental health situation of Nepal, theories, disorders, and/or assessment. The students have to describe, analyze and show the expertise. It may also include collection of information from daily, weekly newspaper, magazine on the issues related to mental health, psychosocial health, and counseling.

Term paper

Students need to write an original paper (15 pages) related to theoretical aspects or mental health issues of given subject. If topic needs, students need to visit rehabilitation centers or mental hospitals/wards to collect the required information. The paper must include a title page, abstract and references, in APA style, and should summarize the student’s understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommended Readings

1. David Sue, Derald Wing Sue, and Stanley Sue (2010). Understanding Abnormal Behavior (9th ed). Boston, USA. Wadsworth, Cengage Learning

2. Robert C. Carson , James N. Butcher, Susan Mineka (1998). *Abnormal Psychology and Modern Life* (10th ed). New York. Longman.
3. Robin Rosenberg and Stephen Kosslyn (2011). *Abnormal Psychology* – New York, NY. Worth Publishers.
4. Ronald J. Comer. *Abnormal Psychology* (7th ed). New York. Worth Publishers.
5. Susan Nolen-Hoeksema (...). *Abnormal Psychology* (5th ed). USA. McGraw-Hill.
6. WHO (2006). *WHO-AIMS Report on Mental Health System in Nepal*. Kathmandu, Nepal. WHO
7. WHO (2009). *Mental Health System in Selected Low-and Middle-income Countries: A WHO-AIMS Cross-national Analysis*. WHO.
8. WHO (2010). *mhGAP Intervention Guide for mental, neurological and substance use disorders in non-specialized health settings* . WHO.
9. WHO (2011). *The World Health Report 2011. Mental Health: New Understanding, New Hope*. WHO.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

MULTICULTURAL PSYCHOLOGY AND COUNSELING

Paper: IV

Teaching Hr. 48

Course Code : Counseling Psy 504

Theory: 50

Credit Hr: 3

Practical: 50

Course Description:

In a multicultural setting it is important to understand how assessment and counseling practices are influenced by provider and receiver's worldview. Such knowledge is generates an understanding of health problems from cultural perspective. Equally important is to understand multicultural assessment and techniques for effective counseling.

Course Objectives

This course is designed to introduce the students the concepts of culture, psychology, and multicultural issues, models that explain multiculturalism and skill to assess and intervene the client in multicultural settings. Course also aims to familiarize the traditional healing approaches practiced in different cultures.

Content of course of study

Unit I: Psychology, Culture and Treatment

1. Culture, Psychology, and Multiculturalism
2. Culture and Abnormal Behavior
3. Culture and Treatment of Abnormal behaviors

Unit II: History, Principles, themes, and models of Multicultural Counseling

4. Multicultural counseling: Past, present and future – early issues,
5. current issues and controversies, emerging issues and future needs,
6. Principles of Multicultural Counseling and Therapy

7. Themes and framework of understanding the multiple dimensions of Identity
8. Developing Multicultural Counseling competency

Unit III: Assessment and Intervention Strategies In Multicultural Counseling

9. Issues of appropriate assessment, types of assessment
10. Culturally appropriate intervention strategies
11. Barriers to effective multicultural counseling and therapy

Unit IV: Interventions and Case Analysis

12. Impact and Relevance of Traditional healers within their culture and beyond
13. Case analysis: The man who became a child in face of death;
14. Case analysis: The women with one foot in past ;
15. Case analysis: The woman who alienated her family after losing her son; One patient three therapies;

Unit V: Counseling Intervention: specific groups,

16. Counseling refugees
17. Counseling people with disability
18. Counseling men and women
19. Counseling elderly people
20. Counseling adolescents

Teaching Methods

This course is both a theoretical and application course. Instructional methods will include lecture, power point presentations, role-play, case analysis, site visitations, and videos. Multicultural counseling approach will be presented through a combination of lectures, demonstrations of the practice interventions, and class discussions.

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments & practice	10
Assignment of Term Paper(or Project work) and Skill Applications	15+5
Performance in the term end examination	15
Total marks	50

Practice in Assessment

Students should practice assessment process including and testing under the supervision of the concerned teacher. The test and interviews guidelines will be provided by the teacher. Students should consult books and test manuals and complete the assignment successfully.

Role play/ classroom demonstration

Students need to learn and demonstrate some basic skills related to multicultural counseling as taught, trained, and demonstrated by the teacher in understanding culture, worldviews, multicultural assessment and treatment planning.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include counseling or assessment issues related to cultural group. The students have to describe, analyze and show the expertise in cultural and social groups. Home assignment may include collection of information weekly newspaper, magazine, and research papers on the issues related to multicultural issues including problem manifestation, assessment and counseling.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic/subject. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned

based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommended Reading

1. Cuellar, Israel, and Freddy A. Paniagua (eds) (2000). Handbook of Multicultural Mental Health. California, USA. Academic Press.
2. Gielen, Uwe P., Draguns, Juris G., Fish, Jefferson M. (eds) (2008). Principles of Multicultural Counseling and Therapy. USA. Routledge.
3. Jackson, Yo (ed) (2006). Encyclopedia of Multicultural PSYCHOLOGY. Thousands Oaks, London, New Delhi. SAGE Publications
4. Lee, Wanda M.L. et al (2007). Multicultural Counseling for Helping Professionals, (2nd ed). New York. Routledge.
5. Matsumoto, David and Linda Juang (2011). Culture and Psychology (3rd ed). Australia, USA. Wadsworth, cengage learning
6. Shigematsu, Stephen M. (2002). Multicultural Encounters: Case Narratives from a Counseling Practice. Teachers College, Columbia University, New York and London. Teachers College Press.
7. Sue, Derald Wing & David Sue (2008). Counseling the Culturally Diverse: Theory and Practice (5th ed). New Jersey and Canada. John Wiley & Sons, Inc.
8. Suzuki, Lisa A. Ponterotto, Joseph G, Meller, Paul J. (2001). Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications. San Francisco, Jossey-Bass, A Wiley Company.
9. Tseng, Wen-Shing and Streltzer, Jon (2001). Culture and Psychotherapy: A Guide to Clinical Practice. Washington, DC, London, England. American Psychiatric Press, Inc.
10. Vacc, Nicolas A., Devaney, Susan B., and Johnston M. Brendel (eds) (2003). Counseling Multicultural and Diverse Populations: Strategies for practitioners (4th ed). Great Britain. Brunner-Routledge.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

**CRITICAL THINKING:
An Intellectually Disciplined Process**

Paper: V
PSY. 505
Credit: 3

Full Marks: 100
Theory 60 /Prac 40
Teach. Hrs.: 48

Course Description:

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from - or generated by - observation, experience, reflection, reasoning, or communication as a guide to belief and action. Students have opportunities to develop the skills of analysis and evaluation, as well as to present their own reasoning and apply these to more complex and challenging environments.

The course will also:

- develop skills and encourage attitudes which complement other studies across the curriculum
- introduce concepts, terms, and techniques that will enable students to reflect more constructively on their own and others' reasoning
- introduce arguments and evidence to justify beliefs, opinions, and claims to knowledge and then present a reasoned argument leading to a decision
- enhance ability to make critical responses to information and its sources and to draw reliable conclusions from it
- prepare students for the academic, intellectual, and practical demands of crisis scenarios, as well as future employment and general living

Brief Course of Study

<i>Units</i>	Critical Thinking: An Intellectually Disciplined Process	<i>Teaching Hours</i>
Unit I	Introduction, History, Theories and Eminent Contributors	10 Hours
Unit II	Intellectual Standards	8 Hours
Unit III	Basic Elements of Thought	8 Hours
Unit IV	Universal Intellectual Standards	8 Hours
Unit V	Enhancers and Barriers in critical Thinking	10 Hours
Unit VI	Religious Schools of Thoughts	4 Hours

Detail Course of Study

I	Introduction	10 Hours
	1.1 Critical Thinking –Definition	
	1.2 A World of a Dictionary of Important Theories: Concepts, Beliefs, and Thinkers Aristotle to Zoroaster—Cybernetics to Semiotics— Darwinism to Feminism	
	1.3 Study on Main Contributors of Critical Theories: Walter Benjamin (1892-1940), Theodor W. Adorno (1903-1969), Erich Fromm (1900-1980), Herbert Marcuse (1898-1979), Jurgen Habermas (1929)	
II	Intellectual Standards	8 Hours
	2.1 Clarity	
	2.2 Accuracy	
	2.3 Relevance	
	2.4 Precision	
	2.5 Logicalness	
	2.6 Depth	
	2.7 Breadth and Fairness	
	2.8 Technological Rationality	
III	Basic Elements of Thought	8 Hrs
	3.1 Purpose	

	3.2 Question	
	3.3 Information	
	3.4 Inferences	
	3.5 Concepts	
	3.6 Assumptions	
	3.7 Implications	
	3.8 Point of View	
IV	Universal Intellectual Standards	8 Hours
	4.1 Humility	
	4.2 Perseverance	
	4.3 Autonomy	
	4.4 Integrity	
	4.5 Empathy	
	4.6 Courage	
	4.7 Confidence in Reason	
	4.8 Fair-mindedness	
V	Enhancers and Barriers in Critical Thinking	10 Hours
	5.1 Communication	
	5.2 Barriers of Critical Thinking	
	5.3 Society of Critical Thinkers	
	5.4 Decision Making	
	5.5 Characters of Critical Thinkers	
	5.6 Good Speaker	
VI	Religious Schools of Thought	5 Hours
	6.1 Buddhist Schools of Thoughts: Principles of DHARMA, The Vehicle of Enlightenment	
	6.2 Christian Schools of Thoughts: God's Grace, His Favor, Blessing, and Divine Presence	
	6.3 Hindu Schools of Thought: Six Orthodox Schools of Classical Hindu Philosophy, (Vaisesika, Nyaya, Samkhya, Yoga Darshana, Mimamsa, Vedanta)	

6.4 Islam Schools of Thoughts: The Honest and Trustworthy

Required Readings:

I. Introduction

- Fisher, A. (2011). *Critical thinking: An introduction* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Hooks, B. (2010). *Teaching critical thinking: Practical wisdom*. New York, NY: Routledge.
- Moon, J. (2008). *Critical thinking: An exploration of theory and practice*. London, UK: Routledge.
- Rutter, L., & Brown, K. (2012). *Critical thinking and professional judgement for social work* (3rd ed., pp. 1-30). Exeter, UK: Learning Matters.

II. Intellectual Standards

- Elder, L., & Paul, R. (2008). *The thinker's guide to intellectual standards: The words that name them and the criteria that define them* (pp. 1-16). Dillon Beach, CA: Foundation For Critical Thinking.
- Elder, L., & Paul, R. (2009). *The aspiring thinker's guide to critical thinking* (pp. 10-31). Dillon Beach, CA: Foundation for Critical Thinking.

III. Basic Elements of Thought

- Paul, R., & Elder, L. (2008). *The miniature guide to critical thinking concepts and tools* (5th ed., pp. 4-10). Dillon Beach, CA: The Foundation for Critical Thinking.
- Hunter, D. (2009). *A practical guide to critical thinking deciding what to do and believe*. Hoboken, NJ: John Wiley & Sons.

IV. Universal Intellectual Criteria and Standards

- Cogan, R. (1998). *Critical thinking: Step by step*. Lanham, MD: University Press of America.
- Elder, L., & Paul, R. (2008). *The thinker's guide to intellectual standards: The words that name them and the criteria that define them*. Dillon Beach, CA: Foundation For Critical Thinking.
- Rainbolt, G. W., & Dwyer, S. L. (2014). *Critical thinking: The art of argument*. Stamford, CT: Cengage Learning. ISBN: 978-1285197197

V. Theories, Worldview and Belief Systems

- Cooper, D. E. (2003). *World philosophies: An historical introduction* (2nd ed.). Oxford, UK: Blackwell.
- Delaney, T. (2005). Critical Theory. In *Contemporary social theory: Investigation and application* (pp. 231-258). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Eldredge, N. (1999). *The pattern of evolution*. New York, NY: W.H. Freeman.
- Rohmann, C. (1999). *A world of ideas: A dictionary of important theories, concepts, beliefs and thinkers*. New York, NY: Ballantine Books.

VI. Religious Schools of Thought

- Cocker, B. J. (1870). The Philosophy of religion. In *Christianity and Greek Philosophy the Relation Between Spontaneous and Reflective Thought in Greece and the Positive Teaching of Christ and His Apostles*. (pp. 53-97). New York, NY: Harper and Brother Publishers.
- King, R. (1999). *Indian philosophy an introduction to Hindu and Buddhist thought* (pp. 42-91). Edinburgh: Edinburgh University Press.
- Saeed, A. (2006). Theological thought. In *Islamic thought: An introduction* (pp. 60-73). New York, NY: Routledge.

Recommended Readings:

- Bessick, S. C. (2008). Improved critical thinking skills as a result of direct instruction and their relationship to academic achievements. (Doctoral dissertation). Retrieved from <http://books.google.com.np>
- DePaul, M., & Zagzebski, L. (Eds.). (2007). *Intellectual virtue: Perspectives from ethics and epistemology* (New ed.). Oxford, UK: Oxford University Press.
- Geach, P. T. (1976). *Reason and argument*. Berkeley: University of California Press.
- Kitchener, K., & Anderson, S. (2011). *Foundations of ethical practice, research, and teaching in psychology and counseling* (2nd ed.). New York, NY: Routledge.
- Hooks, B. (2010). *Teaching critical thinking: Practical wisdom*. New York, NY: Routledge.
- Teays, W. (1996). *Second thoughts: Critical thinking from a multicultural perspective*. Mountain View, CA: Mayfield Publishing.
- Thomson, A. (2002). *Critical reasoning in ethics: A practical introduction*. [PDF version]. Retrieved from http://www.euro.ubbcluj.ro/filosofii/ap/Critical_Reasoning_in_Ethics__A_Practical_Introduction.pdf
- Warburton, N. (2007). *Thinking from A to Z* (3rd ed.). London: Routledge.

COUNSELING COMMUNICATION SKILLS (PRACTICUM)

Paper: VI

Course Code : Counseling Psy 506

Credit Hr: 3

Teaching Hr. 48

Theory:

Practical: 100

Description of the course

This course is designed to provide practical knowledge supported by theoretical explanation in counseling (communication) skills. Ability to communicate with the client from different background is the first step in the process of providing help. This course is both theory and practice. Knowledge, skills, and practice or experience is expected to equip the students to deal with different psychosocial problems and disorders of the client.

Course Objectives

The objective of the course is to provide the students an opportunity to develop basic and advance skills in communication, interview, organizing the information collected and planning. It is expected that with these necessary experiences he/she will be able to play professional role appropriately, and be able to deal the client in culturally appropriate way.

Content of Course of Study

Unit I: Communication as Counseling Skill

1. Introduction to communication skills
2. communication cycle,
3. factors affecting communications
4. Motor skills, control, and interpersonal skills,
5. The life skills models

Unit II: Core Communication Skills

6. Verbal communication
7. Non-verbal communication
8. Basic communication skills
9. Advanced communication skills

Unit III: The Relating Stage

10. Pre-counseling contact t
11. Listening skills
12. Counseling and helping process

Unit IV: The Understanding Stage

13. Clarify problems skills
14. Assessing feelings and physical reactions
15. Assessing thinking
16. Assessing communication and actions

Unit V: The Changing Stage

17. Planning and delivering intervention
18. Intervention for thinking
19. Intervention for feeling
20. Interventions for communication and actions

Teaching Methods

This course is both a theoretical and application. Instructional methods will include lecture, power point presentations, role-play, case analysis, site visitations, and videos. The teacher will use combination of brief lectures, demonstrations, role plays, and class discussions.

Note:

Besides demonstration and role play in the class, students have to participate at least 10 days training on basic and advance communication skills along with predefined above course units.

After the completion of training and practice they need to visit community and/or organizations and apply the skills learned to as a part of counseling assessment. Finally they have to submit the report of their visit to the supervisor. The evaluation will be made by the supervisor (internal) and the external examiner. The marks for different activities are as given below

Learning Practice Activities:

- A. Student reads appropriate sections from the Learning Materials/Resources.
- B. Student participates in preceptor elaboration/discussion of Learning Objectives.
- C. Participate in Role-playing and/or Counseling Interactions
- D. Students need to
 - 1. Develop and organize an assessment format
 - 2. Practice interviewing by using communication and counseling skills
 - 3. Generate a feedback during role play and rate the qualities of interviewing technique.
 - 4. Based on assessment develop a treatment plan

Organization/Community visit (50 hours)

Internal/External Evaluation

Internal Evaluation			External Evaluation			
Training participation (10)& Assignment (10)	Assessment and Assessment Report	Term paper	Internal examination	Role play/ presentation	Viva	Total
20	25	25	10	10	10	100

Role play/ classroom demonstration

Students need to learn and demonstrate some basic and advanced communication skills related to counseling as taught, trained, and demonstrated by the teacher/trainer.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on application of communication skill. The students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to communication skills and use of skills in assessment process. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommendation Readings

1. Richard Nelson-Jones (2005) . Practical Counseling and Helping Skills (5th ed). London. Thousand Oaks, New Delhi. SAGE Publications.
2. Gerard Egan (2010). The Skilled Helper (9th ed). Belmont, CA. USA. Brooks/Cole, Cengage Learning.
3. Gail Evans (2007). Counseling Skills for Dummies. Chichester, West Sussex, England. John Wiley & Sons, Ltd.
4. Owen Hargie (ed) (2006). The Handbook of Communication Skills (3rd ed). London and New York. Routledge, Taylor & Francis Group

Suggested Readings

5. Rosie March-Smith (2005). Counseling Skills for Complementary Therapists. Berkshire, England. Open University Press. McGraw-Hill Education.
6. Francesca Inskipp (1996). Skills Training For Counseling. London, Thousand Oaks, New Delhi. SAGE Publications.
7. Don C. Locke, Jane E. Myers, and Edwin L. Herr (eds) (2001). The Handbook of Counseling. Thousand Oaks, California. Sage Publications, Inc.

Other related information

All additional readings materials, websites address, assessment format related to the course and assignment can be suggested concerned teachers.

ASSESSMENT IN COUNSELING

Paper: VII

Course Code : Counseling Psy 507

Credit Hr: 3

Teaching Hr. 48

Theory: 50

Practical: 50

Description

Assessment in Counseling is the core course that provides knowledge and skill for students who have to work in a variety of settings with information regarding the proper selection and use of standardized and non-standardized assessment instruments, report writing and the integration of the assessment and counseling process for treatment planning. The course also covers the importance, history, professional issues and legal concerns related to assessment.

Objectives:

After completion of this course, the students will be able to understand the meaning, importance, process and the goals of assessment for counseling and non-counseling purpose. They will gain skills and be able to appraise the individual and his/her psychological/psycho-social conditions by using interview, standardized and non-standardized tests, self-report and other techniques that can support career, educational, personal planning and development. Based on both quantitative and qualitative data they will be able to formulate treatment planning.

Content of the Course

Unit I: Introduction

1. History, Concept, and definition of counseling assessment
2. Use, Importance and core characteristics of counseling assessment
3. Purpose and types of assessment
4. Ethical issues of counseling assessment

Unit II: Assessment process I

5. Case History: Nature, importance and process
6. Observation: nature, importance and types (behavioral and other types of observation)
7. Interviewing: concept, importance, techniques, questioning, and process
8. Genogram, use and importance of genogram
9. Mental status examination and behavioral assessment
10. Assessment with special group (children, family, and couple)

Unit III: Assessment Process II

11. Nature, Importance, characteristics, of tests.
12. Use of psychological tests in assessment
13. Types of Tests
 - a. Personality test
 - b. Intelligent test
 - c. Projective tests
14. Other tests for different settings (educational, aptitude, etc)

Unit IV: Evaluation, Report Writing, and management

15. Case formulation: Definition, rationale, and importance of case formulation
16. Strength and limitations of case formulating
17. Report Writing
18. Counseling Planning and strategy development
19. Multicultural consideration in case formulation

Note:

Besides demonstration and class room exercises, students have to actively participate in developing general assessment format, interview, apply tests, plan for treatment and write the assessment report and submit to teacher/supervisor. Besides, they have to use at least five assessment instruments and submit mental testing report to the supervisor.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments (at least 4) & presentation	10
Assignment of Term Paper/Project work/Skill Applications	15
Performance in the term end examination	15
Total marks	50

Learning Practice Activities:

The course is both a theoretical and applied in nature. Instructional methods will include lecture, power point presentations, demonstration, role-play, case analysis, site visitations, and videos. Students should involved in assessment process in the classroom and in the field (community, institutions) as suggested by teacher/supervisor.

Students need to

1. Develop and organize an assessment format
2. Practice interviewing by using communication and counseling skills
3. Understand, select, and use mental testing instrument, self-assessment and other tools
4. Based on information collected evaluate the person's current psychological condition, personality characteristics, mental ability, or as required in the objective of assessment should be prepared.
5. For psychosocial or mental health problem, student should develop treatment plan.

Role play/ classroom demonstration

Students need to participate and practice interviewing by using format and use communication skills taught and demonstrated by the teacher in the classroom. Students should actively

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to assessment, testing, interview, multicultural challenges, etc. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Reading Sources

1. ACA (2014). 2014 ACA Code of Ethics: As approved by the ACA Governing Council. ACA, counseling. Org.
2. Allen E. Ivey, Mary Bradford Ivey, & Carlos P. Zalaquett (2010). *Intentional Interviewing and Counseling* (7th ed). US. Brooks/COLE.
3. Anastasi, A & Urbina, S. (2004). *Psychological assessment*. Pearson Education (Singapore).
4. Antony , M.M. & Barlow, D.H. (2010). Second edition. *Handbook of assessment and treatment planning for psychological disorders*. The Guilford Press. New York
5. Aro, T. & Ahonen, T. (2011). *Assessment of learning disabilities: Cooperation between teachers, psychologists and parents*.
6. Barbara Herlihy & Gerald Corey. *Ethical Standards Casebook* (7th ed). Alexandria, VA. American Counseling Association.
7. Coaley, K (2010). *An introduction to psychological assessment and psychometrics*. Sage Publication
8. Eells, T. D. (2007). *Handbook of Psychotherapy Case Formulation* (2nd Ed). New York. NY. The Guildford Press.
9. Ellen T. Luepker, Lee Norton, R. Scott Chase (2003). *Record Keeping in Psychotherapy and Counseling*. New York. Brunner Routledge.
10. Fernandez-Ballesteros, R. (2003). *Encyclopedia of psychological assessment*. Vol I.S. Sage Publication, London.

11. Freeman, F.S. (1971). *Theory and practice of psychological testing*, New Delhi. Oxford and IBH.
12. Gharam, J.R. & Nagliery, J.A. (2003). *Handbook of psychology: Assessment psychology*. John Wiley & Sons, Inc.
13. Haynes, S.N & O'Brien, W.H. (2000). *Principles and practice of behavioral assessment*. Kluwer Academic Publishers
14. Ingram, B. L. (2006). *Clinical Case Formulations*. Hoboken, New Jersey. John Wiley & Sons, Inc.
15. Jeffrey A. Kottler & David S. Shepard (2008). *Introduction to Counseling* (6th ed). Belmont, CA, USA. Brooks/Cole.
16. John Sommers-Flanagan & Rita Sommers-Flanagan (2009). *Clinical Interviewing* (4th ed). New Jersey, USA. John Wiley & Sons, Inc.
17. Judith Milner and Patrick O'Byrne (2004). *Assessment in Counselling*. New York. Palgrave Macmillan.
18. Kaplan & Saccuzzo (2005). *Psychological testing principles, applications and issues*. Wadsworth Cengage Learning.
19. Kaplan, R.M. & Saccuzzo, D.P. (2005). *Psychological testing principles, applications and issues*. Wadsworth Cengage learning.
20. L. DiAnne Borders & Lori L. Brown *The New Handbook of Counseling Supervision*. London. Lawrence Erlbaum Associates, Publishers.
21. Linda Seligman (2004). *Diagnosis and Treatment Planning in Counseling* (3rd ed). New York. Springer Science+Business Media, LLC.
22. Marnat, G.G. (2003). *Handbook of psychological assessment* (4th Edition). John Wiley & Sons, Inc.
23. Mathur, S.S. (1995). *Clinical psychology*. VinodPustakMandir
24. Milner, J. & O'Byrne, P. (2004). *Assessment in counselling theory, process and decision-making*. Palgrave macmillan.
25. Sturmey, P. (ed) (2009). *Clinical Case Formulation: Varieties of Approaches*. West Sussex, UK, John Wiley & Sons. Ltd.
26. Susan C. Whiston (2009). *Principles and Applications of Assessment in Counseling* (3rd ed). Belmont, CA, USA. Brooks, COLE.

27. Urbina, S. (2004). *Essentials of psychological testing*. John Wiley & Sons, Inc.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

BEHAVIOUR MODIFICATION

Paper: VIII

Course Code : Counseling Psy 508

Credit Hr: 3

Teaching Hr. 48

Theory: 50

Practical: 50

Course description

This course is designed to impart learning theories and their application to change or modify unwanted behavior or problem behavior in educational, clinical, and social settings. It is expected that the knowledge and skills of Behavior theories techniques helps to improve human behavior. Emphasis is also made on empirical researches on effectiveness of the behavior modification techniques

Course Objectives

Two major objectives of this course is to (1) how behaviors are acquired through different form of learning, and (2) how behavior can be unlearned and new behavior can be learned through different techniques.

Content of the Course

Unit I: Introduction to Behavior Modification

1. The nature, concept, assumptions, and scientific approach of behavior therapy
2. Human behavior, Definition, characteristics, areas of application of behavior modification and historical roots
3. Theories of learning:
 - a. Thorndike's Connectionism,
 - b. Pavlov's classical conditioning,
 - c. Skinner's operant conditioning,

- d. Tolman's sign learning, and
- e. Bandura's social learning theory.

Unit II Basic Principles of Behavior Treatment

- 4. Experimental and theoretical foundation of Reinforcement, Extinction, Punishment, Stimulus control, Respondent Conditioning

Unit III: Behavioral Assessment

- 5. Behavioral Assessment with adult and children: Historical development, Conceptual foundations, Basic issues in behavioral assessment.
- 6. Functional assessment
- 7. Self-report assessment
- 8. Behavioral interview
- 9. Direct behavioral observation
- 10. Psychophysiological assessment
- 11. Hypothesis, treatment planning and goal
- 12. Assessment of some specific disorders (Phobia, OCD, PTSD, Anxiety, Depression)

Unit IV: Behavioral Intervention

- 13. Establishing New Behavior:
Behavior shaping, Extinction, Chaining, Behavioral Skill training
- 14. Increasing desirable behavior and decreasing undesirable behavior:
 - a. Applying extinction, using differential reinforcement, antecedent control procedures, using punishment (time-out and response cost), positive punishment procedures, promoting generalization.

Unit V: Skill in Behavioral Modification Procedures

Practice of Behavior change procedures:

- 15. Habit reversal procedures,
- 16. self-management,
- 17. fear and anxiety reduction procedures,

18. Social anxiety

19. Marital distress

Note:

Besides demonstration and class room exercises, students have to actively participate in developing general assessment format, interview, apply tests, plan for treatment and write the assessment report and submit to teacher/supervisor. Besides, they have to use at least five assessment instruments and submit mental testing report to the supervisor.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignment	5
Case work (Behavior assessment and modification sessions) report	15
Term paper	10
End term examination	15
Total	50

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination.

Learning Practice Activities:

The course is both a theoretical and applied in nature. Instructional methods will include lecture, power point presentations, demonstration, role-play, case analysis, site visitations, and videos. Students should involved in assessment process in the classroom and in the field (community, institutions) as suggested by teacher/supervisor.

Students need to

6. Develop and organize an assessment format
7. Practice interviewing by using communication and counseling skills
8. Understand, select, and use mental testing instrument, self-assessment and other tools

9. Based on information collected evaluate the person's current psychological condition, personality characteristics, mental ability, or as required in the objective of assessment should be prepared.
10. For psychosocial or mental health problem, student should develop treatment plan.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to assessment, testing, interview, multicultural challenges, etc. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Practice

Role play/ classroom demonstration

Students need to participate in role play activities, practice behavioral assessment and modification activities, write report and submit to the concerned teacher. Active participation in the role play, group discussion and presentation is must.

Behavior modification exercises

1. Each student has to participate in behavior assessment and the skill training and apply these learned assessment and behavior modification skills.
2. Under the supervision students should made assessment and use behavior modification technique, develop report and participate in case conference. Each should maintain good record keeping of the client.

3. After case conference and feedback students should submit a detail report containing problem, theoretical explanation, assessment, and treatment modalities applied. A detail report format will be provided by the department.

Recommended Readings

1. Alan S. Bellack, Michel Hersen & Alan E. Kazdin (1982) Behavior Modification and Therapy. New York. Plenum Press.
2. Alan S. Kaufman and Nadeen L. Kaufman (eds) (2002). Essentials of Behavioral Assessment. John Wiley & Sons, Inc. New York.
3. David C Rimm and John C Masters. 1979) Behavior therapy. Florida, USA. Academic Press, INC.
4. Gary Groth-Marnat (2003). Handbook of Psychological Assessment (4th ed). New Jersey and Canada. Wiley, John Wiley & Sons, Inc. ch. 4.
5. Michel Hersen and Johan Rosqvist (2008). Psychological Assessment, Case Conceptualization, and Treatment (Vol 1). New Jersey and Canada. John Wiley & Sons, Inc.
6. Raymond G. Miltenberger (2008). Behavior modification: Principles and Procedures (4th ed). United States. Thomson, Wadsworth.

Suggested Readings

7. Richard Malott, Mary Tillema and Sigrid Glenn (1978). Behavior Analysis and Behavior Modification: An introduction. Kalamazoo, MI. Behaviordelia, Inc
8. Michael C. Ramsay, Cecil R. Reynolds and R. W. Kamphaus (2002). Essential of Behavioral Assessment. New York, NY. John Wiley & Sons, Inc.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

PERSON-CENTERED COUNSELING

Paper: IX

Course Code : Counseling Psy 509

Credit Hr: 3

Teaching Hr. 48

Theory: 50

Practical: 50

Course Description

Humanistic psychology holds the idea that people are capable and autonomous beings who have the capacity to solve their own problems. They have potentialities to make positive changes in their life by discovering their inner strength. The course gives an understanding of historical development of person-centered approach, personality models, therapeutic approach in counseling.

Course Objectives

The objectives of this course is to provide an understanding of development of client-centered counseling and Carl Rogers contribution, the Roger's theory and its core concepts, counseling processes, technique, and show the effectiveness of this approach in different human problem areas.

Content of the Course

Unit I: Historical Development of Person-Centered Approach

1. Historical development: Carl Roger, psychology and USA, Early influences in the development of person-centered approach,
2. Development of client-centered perspective,
3. Person-centered counseling in new millennium

Unit II: Personality model and therapeutic approach

4. A Person-centered theory of personality and individual differences: a model of the person, development of personality

Person-centered theory of psychological therapy:

5. Theory of psychopathology, a theory of therapy,
6. the core conditions (empathy, unconditional positive regard, congruence),
7. the conditions of psychological contact,
8. client incongruence and therapist communication, approaches in (Ways of working in) person centered therapy

Unit III: Person centered approach and the four paradigms of counseling psychology

9. Humanistic paradigm
10. The existential-phenomenological paradigm
11. The psychodynamic paradigm
12. The cognitive-behavioral paradigm

Unit IV: Person centered counseling in action

13. Facilitating a Process of Change: seven stages of change, process of change, case analysis
14. **Practice of person-centered therapy** : preparation, preparing client, opening statement, assessment issue and procedures, case analysis

Additional technique:

15. motivational interviewing,
16. non-directive play therapy (see John summar Flaganan)

Person-centered therapy and contemporary practice in mental health:

17. working with distress,
18. working with psychosis

Teaching Methods

This course is both a theoretical and applied. Instructional methods will include lecture, power point presentations, role-play, case analysis, and videos. Person-centered counseling approach

will be presented through a combination of lectures, demonstrations of the practice interventions, and class discussions.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignment	5
Case work report	15
Term paper	10
End term examination	15
Total	50

Learning Practice Activities:

Besides demonstration and class room exercises, students have to actively participate in assessment interview, plan for treatment and write the assessment report and submit to teacher/supervisor.

Students need to

11. Develop and organize an assessment format
12. Practice interviewing by using communication and person-centered counseling approach
13. Practice using core principles of person-centered counseling
14. Based on information collected evaluate the person's current psychological condition, personality characteristics, strength and weakness, coping strategies, and write report.
15. Develop treatment plan.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to person-centered counseling, etc. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Practical

Role play/ classroom demonstration

Students need to participate in role play activities, practice behavioral assessment and modification activities, write report and submit to the concerned teacher. Active participation in the role play, group discussion and presentation is must.

4. Each student has to participate in assessment and the skill training and apply these skills, develop report and participate in case conference. Each should maintain good record keeping of the client.
5. After case conference and feedback students should submit a detail report containing problem, theoretical explanation, assessment, and treatment modalities applied. A detail report format will be provided by the department.

Recommended Books

1. Ewan Gillon (2007). *Person-Centered Counseling: An Introduction*. Los Angeles, London, New Delhi, Singapore. SAGE Publications
2. John Sommers-Flanagan and Rita Sommers-Flanagan (2004). *Counseling and Psychotherapy Theories in Context and Practice*. New Jersey. John Wiley & Sons, Inc.
3. Carl R. Rogers (1946). *Significant Aspects of Client-Centered Therapy*. *An internet resource developed by Christopher D. Green*
(<http://www.yorku.ca/dept/psych/classics/author.htm>), York University, Toronto, Ontario
ISSN 1492-3173
4. Dave Mearns (1997). *Person-Centered Counseling Training*. London. SAGE Publications Ltd.

5. Dave Mearns (2003). *Developing Person-Centred Counseling* (2nd ed). Lond, Thousands Oaks, New Delhi. SAGE Publications
6. Dave Mearns and Brian Thorne(2000). *Person-Centred Therapy Today*. Lond, Thousand Oaks, New Delhi. SAGE Publications
7. David L. Rennie (1998). *Person-Centred Counseling: An experiential approach*. London. SAGE Publications Ltd.
8. John McLeod (2003). *An Introduction to Counseling* (3rd ed). Maidenhead, Berkshire. Open University Press, McGraw-Hill Education.
9. Keith Tudor and Milk Worrall (2006). *Person-Centred Therapy: A Clinical Philosophy*. New York, NY. Routledge, Taylor & Francis Group.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

COGNITIVE BEHAVIOR TREATMENT

Paper: X

Course Code : Counseling Psy 510

Credit Hr: 3

Teaching Hr. 48

Theory: 50

Practical: 50

Course Description

This course is designed to familiarize students with the nature, theoretical roots, basic principles, and their application in reducing the cognitive and behavior problems of the people. The course helps to understand and use cognitive-behavioral approaches in taking assessment but also providing treatment. The course is both theoretical and practical in nature.

Course Objectives

The objectives of the course are to make the students familiar with a theories and principles of the cognitive behavior therapy techniques. A second important objective is to teach and assessment process of cognitive behavior therapy. And the third objective is to apply / practice the core techniques and integrate different strategies while dealing with psychological and other problems.

Content of the Course

Unit I: Introduction to Cognitive Behavior Treatment

1. Nature, theoretical roots and research evidences of cognitive behavior therapy
2. Basic principles and major types (rational emotive behavior therapy, cognitive therapy, self-instructional training, problem solving therapy) of cognitive behavior treatment
3. History of cognitive behavior therapy (first and second generation of behavior therapy, rise of cognitive behavior therapy, third generation behavior therapy)
4. Philosophical and evidence bases of cognitive – behavioral therapies
5. Cognitive science and conceptual foundations for cognitive behavioral therapies

Unit II: Basic Principles of Cognitive Behavior Treatment

6. Basic and Core principles for treatment and practice of Cognitive Behavior Therapy:
7. clinical functional analysis, skills training, promoting emotional processing of pathological anxiety, relaxation, cognitive restructuring, problem solving, self-regulation, behavioral activation, social skills, emotion regulation, communication, positive psychology, acceptance.

Unit III: Assessment & Cognitive Behavior Treatment I

8. Importance of functional analysis in cognitive behavior therapy
9. Assessment in CBT: **distinctive features**, general description of problems, reducing problems to component parts, problem formulation, problem hierarchies,
10. Process of assessment: Initial interactions, Goals and tools for achieving assessment goals (interview, demographic information, presenting problems, mental status examination, self-report questionnaire, observation and self-monitoring,
11. Conceptualizing the case and Treatment planning
12. Case formulation Model of cognitive behavior treatment

Unit IV: Assessment a & Cognitive Behavior Treatment II

13. Cognitive behavior treatment process
14. Dealing with initial challenges in the treatment
15. Teaching core techniques
16. Managing client and terminating treatment

Unit V: Cognitive Behavior Techniques Practice

17. Stimulus control (contingency management) techniques
18. Response control techniques
19. Cognitive behavior technique with social anxiety
20. Cognitive behavior technique with General anxiety disorder
21. Cognitive behavior technique with depression

22. Cognitive behavioral Manual for Anger Management (mental health client & substance abuse)

Teaching Methods

This course is both a theoretical and applied. Instructional methods will include lecture, power point presentations, role-play, case analysis, and videos. Person-centered counseling approach will be presented through a combination of lectures, demonstrations of the practice interventions, and class discussions.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignment	5
Case work report	15
Term paper	10
End term examination	15
Total	50

Learning Practice Activities:

Besides demonstration and class room exercises, students have to actively participate in assessment interview, plan for treatment and write the assessment report and submit to teacher/supervisor.

Students need to

16. Develop and organize an assessment format
17. Practice interview and other tools needed for client with specific problem
18. Based on information collected evaluate the person's current behavioral and psychological condition, and write report.
19. Develop treatment plan.

20. Use skills learned and apply at the field while dealing with individual
21. Participate in case conference and feedback students should submit a detail report containing problem, theoretical explanation, assessment, and treatment modalities applied. A detail report format will be provided by the department.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to cognitive-behavior approach. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Books Recommended

1. Brian Sheldon (1995) *Cognitive Behavior Therapy : Research Practice and Philosophy*. NY, New York and London. Routledge.
2. Deborah Roth Ledley, Brian P. Marx, & Richard G. Heimberg (2005). *Making Cognitive-Behavioral Therapy Work*. New York, London. The Guilford Press.
3. Debra A. Hope et al (2000). *Managing Social Anxiety: a cognitive-behavioral therapy approach – Client Workbook*. United States of America. Graywind Publications Incorporated.
4. Jacqueline B. Persons (1989). *Cognitive Therapy in Practice: a case formulation approach*. New York-London. W.W. Norton & Company
5. Judith S. Beck (2011). *Cognitive Behavior Therapy: Basic and Beyond (2nd ed)*. New York. The Guilford Press.
6. Keith S. Dobson (ed). (2010). *Handbook of Cognitive Behavioral Therapies (3rd ed)*. New York. The Guilford Press.

7. Mark Gilson et al (). Overcoming Depression: A Cognitive Therapy Approach (2nd ed) Workbook. Oxford, New York. Oxford University Press.
8. Michel J. Dugas and Melisa Robichaud (2007). Cognitive behavior technique with General anxiety disorder. New York, NY. Routledge, Taylor & Francis Group
9. Patrick M. Reilly and Michael S. Shopsire (2002). Anger Management for Substance Abuse and Mental Health Clients: A cognitive behavioral therapy manual. Rockville, U.S. Department of Health and Human Services.
10. William O'Donohue and Jane E. Fisher (2012). Cognitive Behavior Therapy: Core principles for practice. New Jersey. John Wiley & Sons, Inc.
11. William T. O'Donohue and Jane E. Fisher (eds) (2009). General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy. New Jersey. John Wiley & Sons, Inc.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

RESEASRCH METHOD I

Paper: XI

Teaching Hr. 48

Course Code : Counseling Psy. 511

Theory: 50

Credit Hr: 3

Practical: 50

Objective: The main aim of the course is to familiarize the students with basic quantitative research methods and equip students with theoretical and practical knowledge for doing quantitative research independently.

Unit I Foundation of Research

- Theory and research
- Epistemological Consideration: empiricism
- Ontological considerations: objectivism
- Concept, purpose, steps, sources of literature
- Conceptual/Theoretical framework

Unit II Planning of Research

- Selection of a Problem for Research, Objectives, Hypotheses, Operationalization
- Scales and Measurements: types of scale: Thurstone scale, Likert Scale, Bogardus Scale, Semantic Differential scale, Q sort, Issues of reliability and validity
- Sampling Design
- Research plan and experimental designs

Unit III Quantitative Research

- The Nature of Quantitative Research
- Quantitative Data Generation Techniques: Experimental method, Quasi experimental method, correlation method, Survey

- Quantitative data analysis: Regression analysis, inferential analysis: parametric and non - parametric tests
- Quantifying Qualitative data

Unit IV. Application of Computer in research: SPSS (data entry and basic calculation)

Unit V Presenting Research Results, Report writing

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments: five papers	10
Assignment of Term Paper/applications of tests/tools/ experiments/mini research/ project work.	10
Performance in the term end examination	15
Total marks	40

Prescribed Book:

Bryan, A. (2010), *Social Research Method*. Delhi: Oxford Publication

References:

1. Asthana, H.S. & Bhushan, B. (2007). *Statistics for Social Sciences*. PHI
2. Christensen, L.B. (2007). *Experimental Methodology*, 10th edition USA: Pearson, Allyn and Bacon
3. Heiman, G.W. (2002). *Research Methods in Psychology*, 3rd Edition. USA: Houghton Mifflin Company.
4. Kerlinger, F.N. (1973). *Foundation of behavioural research*, Delhi: Surjeet Publications

5. Kumar, R. (1999). *Research Methodology: A Step by Step Guide to beginners*. Sage Publications
6. Mohsin, S. M. (1984). *Research Methods in Behavioural Sciences*. Orient Longman Ltd.

FAMILY THERAPY

Paper: XII

Course Code : Counseling Psy 512

Credit Hr: 3

Teaching Hr. 48

Theory: 50

Practical: 50

Course Description

The course deals with the historical development, theories, core concepts, goals, family problems, and assessment and counseling techniques. Treatment approach deal with problems related to adults and children, problems ranging from stress, sexual to domestic violence, trauma and loss in the family.

Course Objectives

Major objective is to provide an understanding of theory, family problems, assessment, and counseling. Other objectives include demonstration and practice of competency skill while conducting family therapy, and gain knowledge relative to diversity in family counseling.

Content of the Course

Unit I: Introduction

1. Origin, definition and development of family therapy, core concepts, goals, comparison with other psychotherapies
2. Functional and dysfunctional families
3. Healthy family development
4. Family problems, (Family abuse, attachment problems, chronic relationship, domestic violence, separation, separation and anxiety, sexual abuse, and traumatized children.

Unit II: Basic Theoretical Concepts of family therapy

5. Theories focusing on behavior patterns
6. Theories focusing on belief systems
7. Theories focusing on contexts

Unit III: Assessment of the family problems

Some models for assessment:

8. Beavers systems model of family functioning,
9. Darlington family assessment system
10. Family diagnostic interview, Treatment goals, treatment by stages, Termination in family therapy

Unit IV: Treatment approaches

11. The stages of family therapy
 - a. planning,
 - b. Assessment,
 - c. Treatment,
 - d. Disengagement or reconstructing
12. Formulating problems
13. Interventions
 - a. Behavior focused,
 - b. Belief system focus,
 - c. Historical, contextual & constitutional focus therapy
14. Some other therapeutic approaches: Family art therapy, family music therapy, family play therapy, family resilience and ecological intervention, mindfulness practices, family therapy and mental illness

Unit V: Skill learning and practice

15. Adolescence and Adult focus family therapy practices:
16. Dysfunctional couples therapy, Marital and sex therapy, separation and divorce

17. Adolescent/parent conflict, alcohol abuse, anger management, family member separation, infidelity, incest survivor, separation/divorce, traumatic life events, life-threatening/chronic illness, depression in family members, etc.
18. Family stressor treatment: loss, death, trauma, abuse, crisis, etc.
19. Domestic Violence and Intervention

Teaching Methods

This course is both a theoretical and applied. Instructional methods will include lecture, power point presentations, role-play, case analysis, and videos. Family counseling approach will be presented through a combination of lectures, demonstrations of the practice interventions, and class discussions.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignment	5
Case work report	15
Term paper	10
End term examination	15
Total	50

Learning Practice Activities:

Besides demonstration and class room exercises, students have to actively participate in assessment interview, plan for treatment and write the assessment report and submit to teacher/supervisor.

Students need to

22. Develop and organize an assessment format for family intervention

23. Practice interview and other tools needed for client with specific problem
24. Based on information collected evaluate the person/family's current problem situation and write report.
25. Develop treatment plan.
26. Use skills learned and apply while dealing with individual/family
27. If necessary, use expressive art techniques
28. Participate in case conference and feedback students should submit a detail report containing problem, theoretical explanation, assessment, and treatment modalities applied. A detail report format will be provided by the department.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to theories, assessment, and counseling techniques. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommended Readings

1. Alan Carr (2006). Family Therapy: Concepts, Process, and Practice (2nd ed). Chichester, New York, Toronto, Brisbane, John Wiley & Sons Ltd.
2. Don R. Catherall (2005). Family Stressors: Interventions for stress and trauma. New York, NY. Brunner-Routledge
3. Eva C. Ritvo and Ira D. Glick (2002). Marriage and Family Therapy. Washington, DC. American Psychiatric Publishing, Inc.

4. Fran M. Dattilio,, Arthur E. Jongsma, Jr. and Sean D. Davis (eds) (2010). The Family Therapy Treatment Planner (2nd ed). Hoboken, New Jersey and Canada. John Wiley & Sons, Inc.
5. Francine Shapiro, Florence W. Kaslow and Louise Maxfield (2007). Handbook of EMDR and Family Therapy Processes.Hoboken, New Jersey, Canada. John Wiley & Sons, Inc.
6. John Hamel and Tonia L. Nicholls (eds). (2007). Family Interventions in Domestic Violence. New York. NY. Springer Publishing Company, LLC.
7. Philip Barker and Jeff Chang (2013). Basic Family Therapy (6th ed). West Sussex, UK and Hoboken, NJ, USA. Wiley-Blackwell. A John Wiley & Sons, Ltd, Publication

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

CHILD AND ADOLESCENT COUNSELING

Paper: XIII

Course Code: Counseling Psy 513

Credit Hr: 3

Teaching Hr. 48

Theory: 50

Practical: 50

Course Description

The course is designed to provide an understanding of child and adolescent problems and prepare the students to assess and address the specific needs of children and adolescents, with emphasis on developmental needs, develop intervention plan, find specific therapeutic interventions.

Course Objectives

Students will gain knowledge on problems, their causes, and contemporary problems of the children and adolescent. They are expected to be able to assess the children and adolescents and select the intervention strategies and use them. Students will be able to use the learned skills and knowledge both on individual and community level.

Content of the Course

Unit I: Childhood and adolescent problems

1. Classification of problems ICD-10 and DSMV,
2. psychological problems and effectiveness of therapy
 - a. Sleep problems,
 - b. Toileting problems,
 - c. Autism,
 - d. Conduct problems,
 - e. ADHD,
 - f. Fear and anxiety,
 - g. Somatic problems,
 - h. Drug abuse,

- i. Mood problems,
 - j. Anorexia and bulimia nervosa,
 - k. Physical, emotional, and sexual abuse,
 - l. Problems of separation,
 - m. Divorce and grief
3. Guiding theory

Unit II: Assessment of Children and Adolescents

4. Basic concepts in Assessment
5. Planning and assessment
6. Assessment techniques
 - a. Observation,
 - b. Questionnaire,
 - c. Projective,
 - d. Rating scales,
 - e. Checklists, interview, others
7. Method of treatment issues
8. Assessment of eating problems, Toileting. Oral and other habits, sleep, sexuality and sexual

Unit III: Practicum/Intervention with children and adolescents I

9. Behavioral and Cognitive Behavioral approaches
10. School-based problems
11. Home-based problems
12. Medical/Pediatric problems
13. Mental health problems
14. Other problems

Unit IV: Practicum/Intervention with children and adolescents II

15. Application of CBT in psychosocial adversity
 - a. Anxiety,

- b. Divorce,
- c. PTSD,
- d. OCD,
- e. Conduct disorders in adolescence,
- f. School refusal,
- g. Chronic fatigue, etc.

16. Application of play therapy with CBT

Teaching Methods

This course is both a theoretical and applied. Instructional methods will include lecture, power point presentations, role-play, case analysis, and videos related to child and adolescents. The teaching of counseling of children and adolescents will be through a combination of lectures, demonstrations of the practice interventions, and class discussions.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignment	5
Case work report	15
Term paper	10
End term examination	15
Total	50

Learning Practice Activities:

Besides demonstration and class room exercises, students have to actively participate in assessment interview, plan for treatment and write the assessment report and submit to teacher/supervisor.

Students need to

- 29. Develop and organize child and adolescent assessment format
- 30. Practice interview and other tools needed for client with specific problem assessment

31. Based on information collected evaluate the person's current behavioral and psychological condition, and write report.
32. Develop treatment plan.
33. Use skills learned and apply at the field while dealing with individual
34. Participate in case conference and feedback students should submit a detail report containing problem, theoretical explanation, assessment, and treatment modalities applied. A detail report format will be provided by the department.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to child and adolescent counseling approach. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommended Readings

1. Alan Carr (1999). *The Hand book of Child and Adolescent Clinical Psychology*. New York. NY. Routledge.
2. Carolyn S. Schroeder and Betty N. Gordon (). *Assessment and Treatment of Childhood Problems* (2nd ed). New York, London. The Guilford Press.
3. Robert D. Hoge (1999). *Assessing Adolescents in Educational, Counseling, and Other Settings*. New Jersey, London. Larence Erlbaum Associates, Publishers
4. **Philip C. Kendall (ed) (2006)Child and Adolescent Therapy: Cognitive-Behavioral Procedures. New York, London. The Guilford Press.**
5. T. Steuart Watson and Frank M. Gresham (1998). *Handbook of Child Behavior Therapy*. New York. Springer Science+Business Media New York.

6. Philip J. Graham (2005). *Cognitive Behavior Therapy for Children and Families* (2nd ed). Cambridge, New York. Cambridge University Press.
7. Athena A. Drewes (ed) (2009). *Blending Play Therapy with Cognitive Behavior Therapy*. New Jersey. John Wiley & Sons, Inc.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

SOLUTION FOCUSED (BRIEF) COUNSELING

Paper: XIV

Teaching Hr. 48

Course Code : Counseling Psy 514

Theory: 50

Credit Hr: 3

Practical: 50

Course Description and Objectives

The course is designed to provide an understanding on the principles and techniques of solution focused brief counseling. It is expected to provide an overall knowledge, skill, and technique of Solution Focused Brief Counseling. Students will be able to provide SFB Counseling to people with psychosocial problems or mental health problems.

Content of the Course

Unit I: Introduction

1. Nature, importance, historical roots, therapists role in solution focused counseling,
2. Therapeutic principles and techniques, Ethical Issues, research evidences, treatment applicability

Unit II: Model and Techniques of Solution Focused Counseling

3. Model and origin: Brief Strategic Counseling (MRI approach). Solution Focused Counseling (the BFTC approach),The Strategic Solution Focused Model
4. Format and goals of solution focused counseling
5. Miracle questions and Miracle scales
6. Constructing solutions and exceptions
7. Copings
8. Homework and assignments

Unit III: Process of Solution Focused Counseling

9. Clarifying the problem
10. Amplifying the solution
11. Evaluating attempted solutions
12. Designing the intervention
13. Therapist Decisions

Unit IV: Skill and Practice

14. Case analysis and discussion
15. Practice model: Assumptions affecting the context of solution-focused counseling, the structure of the first session, Problem, Pre-session changes, Goals, Exceptions, Scales, The miracle question, Breaks and purposed, Feedbacks etc.

Unit V: Solution-Focused Practice

16. Anxiety
17. Depression
18. Substance abuse
19. Domestic violence
20. Sexual abuse
21. Eating problems
22. Suicide prevention
23. Others (mental health)

Teaching Methods

This course is both a theoretical and applied. Instructional methods will include lecture, power point presentations, role-play, case analysis, and videos. Person-centered counseling approach will be presented through a combination of lectures, demonstrations of the practice interventions, and class discussions.

Internal Evaluation

Headings	Marks
Attendance	5

Home assignment	5
Case work report	15
Term paper	10
End term examination	15
Total	50

Learning Practice Activities:

Besides demonstration and class room exercises, students have to actively participate in assessment interview, plan for treatment and write the assessment report and submit to teacher/supervisor.

Students need to

1. Develop and organize an assessment format
2. Practice interview and other tools needed for client with specific problem
3. Based on information collected evaluate the person's current behavioral and psychological condition, and write report.
4. Develop treatment plan.
5. Use skills learned and apply at the field while dealing with individual
6. Participate in case conference and feedback students should submit a detail report containing problem, theoretical explanation, assessment, and treatment modalities applied. A detail report format will be provided by the department.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to cognitive-behavior approach. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue

examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommended Readings

1. Alasdair J. Macdonald (2007). *Solution-Focused Therapy: Theory, research & practice*. Los Angeles, London, New Delhi, Singapore. SAGE Publications.
2. Bill O'Connell (2001). *Solution-Focused Stress Counseling*. London, Thousand Oaks, New Delhi. SAGE Publications.
3. Ellen K. Quick (2008). *Doing What Works in Brief Therapy: A strategic solution focused approach (2nd ed)*. Burlington, USA. Academic Press.
4. Elliott Connie and Linda Mecalfe (eds) (2000). *The Art of Solution Focused Therapy*. New York, NY. Springer Publishing Company.
5. Jeffrey T. Guterman (2013). *Solution-Focused Counseling (2nd ed)*. Alexandria, VA, USA. American Counseling Association.
6. John Henden (2008). *Preventing Suicide: The solution focused approach*. Chichester, West Sussex, England. John Wiley & Sons, Ltd.
7. Peter De Jong and Insoo Kim Berg (2014). *Interviewing for Solutions (4th ed)*. Belmont, CA. Brooks/Cole. Cengage Learning.
8. Steve de Shazer, Yvonne Dolan , Harry Korman, Terry Trepper, Eric McCollum, Insoo Kim Berg (2007). *More Than Miracles: The state of the art of solution-focused brief therapy*. Binghamton, NY. The Haworth Press, Inc.
9. Terry S. Trepper (2010). *Solution Focused Therapy Treatment Manual for Working with Individuals* Research Committee of the Solution Focused Brief Therapy Association.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

RESEARCH METHODS II

Paper: XV

Course Code: Counseling Psy 515

Credit Hr: 3

Full Marks: 100

(Th.: 50+Pr.:50)

Teach. Hrs.: 48

Description of the course: Qualitative Research Methods focuses on generation as well as analyzing qualitative data in order to understand human behaviour. It emphasizes the role of human feelings, experience and socio cultural variables for understanding reality.

Objectives: The main aim of the course is to familiarize the students with basic qualitative research methods and equip students with theoretical and practical knowledge for doing qualitative research independently.

Unit I: Introduction: Foundation of Research

1. Epistemological consideration: interpretivism
2. Ontological considerations: constructionism
3. Hermeneutics: objective hermeneutics, the hermeneutics circle, Autonomization

Unit II: Qualitative Research

1. The nature of qualitative research
2. Theoretical position: structuralism-functionalism, symbolic interactionism, ethno-methodology, grounded theory, phenomenology
3. Theory to text and text to theory in qualitative research

Unit III: Qualitative Data Generation and Interpretation

1. Qualitative data generation techniques: Case study, in-depth interview, observation, Focus group discussion (FGD), action research, mixed methods, Participatory rural appraisal (PRA), Rapid rural appraisal (RRA), archival method

2. Qualitative data interpretation: Coding and categorizing, content analysis, narrative analysis, thematic analysis
3. Triangulation

Unit IV.ApplicationS of computer in QUALITATIVE Research:Atlas.ti

(4)

Unit V. Presenting Research Results, Report writing (3)

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments: five papers	5
Interaction in Class Participation and Presentation	5
Assignment of Term Paper/applications of tests/tools/ /mini research/ project work (any one).	20
Performance in the term end examination	15
Total marks	50

Text Books

1. Flick, U. (1998), *Qualitative Research: Theory, Methods and Application in Psychology and social Sciences*, Sage Publication
2. Bryman, A (2008), *Social Research Methods*, Oxford University Press

Reference Books

1. Alasuutari,p. (1995), *Researching Culture: Qualitative Method and Cultural Studies*, Sage Publication.
2. Hayes, N. (1997), *Qualitative Research in Psychology*, UK: Elbaum Taylor and Francis Ltd.

CAREER COUNSELING

Paper: XVI

Teaching Hr. 48

Course Code : Counseling Psy 516

Theory: 50

Credit Hr: 3

Practical: 50

Course description

The course introduces the basic approach to career counseling. The purpose is to provide students with an overview of the field of career counseling including its historical development and current theories. Students learn how to apply methods of career counseling to their work with individuals in school or other setting.

Course objectives

The objectives of the course are to develop an understanding of career counseling, theories related to it and have knowledge and skills of assessing the client, and provide career counseling to the people from different groups and in different context.

Content of the Course

Unit I: Introduction

1. Historical development, basic issues, and theories of career development
2. Trait oriented theories, social learning and cognitive theories, empirical support for krumboltz's learning theory, developmental theories, person-in-environment perspective

Unit II: Career counseling models

3. Some issues and concepts emerging from model development
4. Five career counseling models
5. The multicultural connection
6. Major parameters of five models

7. Holistic approach in career counseling

Unit III: Assessment and Testing

8. Intake interview in career counseling, screening, exploring, and enabling client's understanding
9. Assessment instruments, questionnaire, and Self-assessment
10. Assessment goals in career counseling
11. Information on computer-assisted career guidance system
12. Report writing

IV: Career counseling issue, settings and practice

13. Some issues in career counseling and professional challenges in counseling
14. Issue of competence, confidentiality, informed consent, measurement and evaluation,
15. Setting and context of career counseling
16. Counseling multicultural setting (group)
17. Family system issue
18. Gender issue in career counseling
19. Career counseling for person with disabilities
20. Career counseling for Gay, Lesbian, and Bisexual clients

Teaching Methods

This course is both a theory and practice class. Instructional methods will include lecture, power point presentations, role-play, case analysis, and videos. Career counseling approach will be presented through a combination of lectures, demonstrations of the practice interventions, and class discussions.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignment	5
Case work report	15

Term paper	10
End term examination	15
Total	50

Learning Practice Activities:

Besides demonstration and class room exercises, students have to actively participate in evaluative interview, select and use different tests for different settings. Students have to conduct assessment and career counseling in different settings and submit the detail reports to their teacher/supervisor.

Students need to

35. Visit school, college, organizations
36. Develop and organize an assessment format
37. Conduct interviews, use tests and other tools for client's evaluation
38. Based on information collected provide counseling
39. Use skills learned and apply at the field while dealing with individual
40. Participate in case conference and submitted a detail report containing process of career counseling applied and its effectiveness. A detail report format will be provided by the department.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to unit II, III, and IV. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined.

Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommended Book

Vernon G. Zunker (2006). *Career Counseling: A Holistic Approach* (7th ed). Belmont, CA, USA. Thomson, Brooks/Cole.

Suggested Readings

1. Robert Nathan & Linda Hill (2006). *Career Counseling* (2nd ed). London,, California, New Delhi, SAGE Publications. Ltd
2. W. Bruce Walsh and Mary J. Heppner (2008). *Handbook of Career Counseling for Women* (2nd ed). New Jersey, USA. London. Lawrence Erlbaum Associates, Publishers
3. Steven D. Brown and Robert W. Lent (eds) (2005). *Career Development and Counseling*. Hoboken, New Jersey, Canada. John Wiley & Sons, Inc.
4. Lynda Ali and Barbara Graham (1996) *The Counseling Approach to Careers Guidance*. London, Canada, New York, NY. Routledge
5. Jennifer M Kidd (2006). *Understanding Career Counseling: Theory, Research and Practice*. London, California, New Delhi. SAGE Publications Ltd.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

EXPRESSIVE THERAPIES (PRACTICUM)

Paper: XVII

Teaching Hr. 48

Course Code : Counseling Psy 517

Theory: 50

Credit Hr: 3

Practical: 50

Description

Innovative techniques and approaches to express, manage, and reduce the psychological and social problems have been introduced in recent times. Considering the nature of the client population in terms of socio-cultural, age, education, as well as nature of the problems newer approaches have been identified and implemented. Expressive therapies are among these newer form of techniques.

Objectives

- Familiarize students the recent innovative techniques to deal with the problems of the client population.
- Develop skills among the students to use varieties of expressive techniques and use when necessary
- Make students to deal with issue related to trauma, grief, anxiety, stress, crisis, etc.

Content of the Course

Unit I: Introduction to Expressive Therapies

1. Nature, History, rationale and benefits of expressive arts in counseling, advantages and limitations of creative arts in counseling
2. Different forms of creative art therapies

- a. Visual art in counseling
- b. Music in counseling
- c. dance movements in counseling
- d. imagery in counseling
- e. literature in counseling
- f. drama in counseling

Unit II: Play therapy

3. History, types, and reasons, assumptions of play therapy,
4. Theoretical foundation of play therapy assessment, case conceptualization, treatment planning, and intervention.
5. Role Play and implementations

Unit III: Art therapy

6. Art as a therapy,
7. Art as assessment,
8. Theoretical approaches
 - a. Psychoanalytic,
 - b. Humanistic,
 - c. Cognitive-Behavioral,
 - d. Solution Focused and Narrative approaches
 - e. Art therapy with children, adolescents, and adults.
9. Role Play and implementations

Unit IV: Story telling

10. History of story as treatment strategy
11. Different purposes of stories,
12. Guidelines for effective storytelling,
13. Tool and techniques of storytelling.
14. Role Play and implementations

Unit 5 Dance and Music therapy

15. Basic concept and nature of Dance and Music therapy
16. Theoretical premises and practice of dance and movement in counseling,
17. Dance counseling with children, adolescents, adults, and older clients,
18. Dance with music and other creative arts
19. Role Play and implementations

Teaching Methods

This course is both a theoretical and application. Instructional methods will include lecture, power point presentations, role-play, case analysis, site visitations, and videos. The teacher will use combination of brief lectures, demonstrations, role plays, and class discussions.

Note:

Besides demonstration and role play in the class, students have to participate in the training and learn the skills on therapeutic techniques mentioned on two, three, four and five units. After the completion of training and practice they need to visit community and/or organizations and apply the skills learned to as a part of expressive therapies. Finally they have to submit the report of their visit to the supervisor. The evaluation will be made by the supervisor (internal) and the external examiner. The marks for different activities are as given below

Learning Practice Activities:

- A. Student reads appropriate sections from the Learning Materials/Resources.
- B. Learn skills
- C. Participate in Role-playing and/or counseling Interactions
- D. Students need to
 7. Develop and organize an assessment format
 8. Practice in the assessment taking process
 9. Based on assessment develop a treatment plan
 10. Intervene in the community/organizations

Organization/Community visit (10-15 sessions)

Internal/External Evaluation

Internal Evaluation			External Evaluation			
Training participation (10)& Assignment (10)	Intervention and Report submission	Term paper	Internal examination	Role play/ presentation	Viva	Total
20	25	25	10	10	10	100

Role play/ classroom demonstration

Students need to learn and demonstrate expressive therapy skills as taught, trained, and demonstrated by the teacher/trainer.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on different expressive therapies. The students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to expressive therapies. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommendation Readings

1. Cathy A. Malchiodi (ed) (2003). Handbook of Art Therapy. New York, NY. The Guilford Press.
2. George W. Burns (2005). 101 Healing Stories for Kids and Teens: Using Metaphors in Therapy. Hoboken, New Jersey. Wiley, John Wiley & Sons, Inc.

3. Kevin John O'Conner and Sue Ammen (1997). *Play Therapy Treatment Planning and Interventions*. San Diego, New York, Toronto. Academic Press.
4. Rise VanFleet, Andrea E. Sywulak, Cynthia Caparosa Sniscak (2010). *Child Centered Play Therapy*. New York, NY. The Guilford Press.
5. Samuel T. Gladding (2011). *The Creative Arts in Counseling* (4th ed). Alexandria, VA 22304. American Counseling Association.
6. Sharon Chaiklin and Hilda Wengrower (eds) (2009). *The Art and Science of Dance/Movement Therapy*. New York, NY. Routledge, Taylor & Francis Group.

Other related information

All additional readings materials, websites address, assessment format related to the course and assignment can be suggested concerned teachers.

COMMUNITY BASED PSYCHOSOCIAL INTERVENTION (FIELD WORK)

Paper: XVIII

Course Code : Counseling Psy 518

Credit Hr: 3

Teaching Hr. 48

Theory:

Practical:100

Course description

This course is designed to equip students with basic knowledge and skills on psychosocial intervention and referral. The students practice through trainings, seminars, workshops and role play. The students integrate the outcomes to develop relevant model, policy and program to meet the needs of the community.

Course Objectives

- To provide appropriate knowledge on existing practices of psychosocial interventions and referral.
- To equip student with relevant and sufficient skills in psychosocial interventions.
- To enhance critical thinking ability of the students on adopting, adapting and developing appropriate strategies, tools, techniques, models, policy and programme for psychosocial interventions.

Content of the Course

Unit I: Psychosocial Support

1. Concept, theory, and principles of psychosocial support ,
2. Problems solving skills,
3. Community awareness and promotion,
4. Individual skills development,
5. Knowledge, strengths, and community resources.

6. Promotion traditional healing and traditional practice.

Unit II: Primary mental health care Primary mental health care

7. Primary care for mental health within a pyramid of health care (WHO pyramid),
8. Reason for integrating mental health in to primary care,
9. Primary care for mental care in practice.

Unit III: Skill learning and practices

10. Communication skills:

- Introduction,
- Process,
- Evaluation,
- Skill learning

11. Emotional support:

- Introduction,
- Process,
- Evaluation,
- Skill learning

12. Psycho education:

- Introduction,
- Process,
- Evaluation,
- Skill learning

Unit IV: Crisis intervention and emergency support

13. Crisis intervention:

- Introduction
- Process,
- Intervention
- Evaluation

14. Emergency support:

- Introduction to emergency support
- Psychological First Aid (PFA) and
- Psychosocial services , process, evaluation.

15. Case management :

- Introduction, goal and importance of case management in the community based psychosocial services
- Role and responsibilities of case manager
- Case management practices in Nepal

Unit V: Field visit

- 16. Application of skill learned, practice and training in the community.
- 17. Psycho-education and community awareness activities
- 18. Supervision, report writing, and report submission

Teaching Methods

This course is more practical course supported by brief theoretical classes. Instructional methods will include lecture, power point presentations, role-play, group work, group presentation and videos.

Community visit /service (50 hours)

Internal/External Evaluation

Internal Evaluation			External Evaluation			
Group work participation (10)& Assignment (5)	Community visit, intervention and report	Term paper	Internal examination	Presentation	Viva	Total
15	40	15	10	10	10	100

Learning Practice Activities:

Besides demonstration and class room group exercises, students have to actively participate in the community, provide awareness program, psycho-education, emotional support, assessment,

plan treatment and other activities. After the completion of the required hours of community visit and community services students need to write the report and submit to teacher/supervisor.

Students need to

41. Develop, plan and organize the community intervention strategies based on community assessment
42. According to plan and strategies students should provide psychosocial care, support and counseling in the community
43. Reevaluation of the strategies making culturally relevant based on feedback and experiences
44. Develop and manage the community case
45. Participate in case conference, presentation session, and students should submit a detail report containing community analysis of the intervention.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to community based care, support, or counseling. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Essential Readings

1. Andrew Elder, Jeremy Holmes (eds) (2002). Mental Health in Primary Care: a new approach. New York. Oxford University Press.

2. Community Based Psychosocial Services: A Facilitator's Guide Version 1, November 2003. www.svenskakyrkan.se/psychosocialservices
3. Govt of Nepal (2070). Guideline for Conducting Psychosocial Counseling Services. Singhadurbar, Kathmandu. Ministry of Peace and Reconstruction.
4. IASC (2007). IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Geneva, IASC.
5. Listen, Protect, and Connect: Psychological First Aid for Children, Parents, and Other Caregivers After Natural Disasters. The National Center for School Crisis and Bereavement. www.schoolcrisiscenter.org.
6. Patel, V. (2003). Where there is no psychiatrist: A mental health care manual. Royal College of Psychiatrists, UK.
7. UNICEF (2003). GENERAL MANUAL ON Psychosocial Counseling for Children in Especially Difficult Circumstances (3rd ed). Kathmandu, UNICEF Nepal.
8. World Health Organization and World Organization of Family Doctors (Wonca) (2008). Integrating mental health into primary care : a global perspective.
9. Save the Children Norway and CIVICT (2008). *Integrating Psychosocial & Mental Health Care in Primary Health Care System: Need Assessment*. CIVICT, Nepal.

References

Subba, S. (2007). Socio-cultural construction of disease and illness. (available at researchgate.com, academia.edu. websites)

Subba, S. (2003). *Perception of Diseases and Illness among Health-Providers and Health-Seekers in Jajarkot District*, Nepal. Unpublished Ph.D. diss., Copenhagen University. (available at Central Library, TU, Kirtipur)

Other related information

All additional readings materials related to Nepalese culture and society, community based psychosocial care, support, and counseling in Nepal, websites address, related to the course can be suggested concerned teachers.

INTRODUCTION TO CRISIS MANAGEMENT STUDY

Paper: XIX

Teaching Hr. 48

Course Code : Counseling Psy 519.A

Theory: 100

Credit Hr: 3

Practical:

Course Description

This course places emphasis on understanding the key dynamics that influence the way that decision makers perceive and respond to crises. Real life case illustrations, exercises, and simulations will be used to give students an interactive experience and a realistic understanding of the limitations and opportunities that arise in high-pressure crisis management situations. Methods are introduced to identify the causes and consequences and take measures to minimize the likelihood of the event happening or to reduce the impact on the asset or its surroundings. Students are expected to reflect, analyze, and apply own experiences, knowledge, and best practices in these fields.

Brief Course of Study

<i>Units</i>	Introduction to Crisis Management Study	<i>Teaching Hours</i>
Unit I	Introduction	6 Hours
Unit II	Anatomy of Crisis	9 Hours
Unit III	Decision-Making in Crisis Environment	5 Hours
Unit IV	Crisis Mapping	10 Hours
Unit V	Risk Management	7 Hours
Unit VI	Emergency Crisis Management	7 Hours
Unit VII	Crisis Communication Management	8 Hours
Unit VIII	Community Crisis Management	7 Hours
Unit IX	International Crisis Management and Complex Emergencies	5 Hours

Detailed Course of Study

I	Introduction	6 Hours
	1.1 Identifying a Crisis	
	1.2 Types of Crises	
	1.3 Basic Principles and Standards of Crisis Management	
	1.4 Crisis Recognition	
	1.5 Crisis Prediction	
	1.6 Crisis Prevention	
	1.7 Crisis Planning	
	1.8 Crisis Preparation,	
	1.9 Crisis Managing	
II	Anatomy of Crisis	9 Hours
	2.1 Overview of the Theoretical and Practical Aspects of Crises and Crisis Studies	
	2.2 Dynamics of Crisis Studies	
	2.3 Nature and Stages of Crises	
	2.4 Behavior Issues in Crisis Situations	
III	Decision-Making in a Crisis Environment	5 Hours
	3.1 Essential Characteristics of Crisis Management Decision-Making	
	3.2 Model for Decision Making	
	3.3 Organizational Dynamics and Decision-Making Processes	
	3.4 Practical and Theoretical Approaches	
	3.5 Internal Operations and Structure	
	3.6 Stakeholder Relationships	
	3.7 Internal Information Flow	
	3.8 Response Capabilities	
IV	Crisis Mapping	

	4.1 The Process of Crisis Assessment and Intervention	
	4.2 Subject Matter Knowledge of Hazards and Crisis Issues	10 Hours
	4.3 Analysis of Data	
	4.4 Visual Analytics Rapid Crisis Response Scenarios	
	4.5 Resources, Logistics, and Facilities	
	4.6 Humanitarian Technology Network	
	4.7 Early Warning Systems	
	4.8 International Aid Agency Coordination and Policy	
	4.9 Evaluate Current Humanitarian Practices	
	4.10 Role of Intelligence in Crisis Management	
	4.11 Defining Characteristics of the Escalation	
	4.12 De-Escalation Phase of a Crisis	
V	Risk Management	7 Hours
	5.1 Identification, Define and Describe Estimation	
	5.2 Likelihood and Consequences	
	5.3 Evaluation	
	5.4 Monitoring	
	5.5 Controlling	
	5.6 Risk Assessment	
	5.7 Acceptability of Risk	
VI	Emergency Crisis Management	7 Hours
	6.1 Basic Principles and Standard in Relief Emergency Crisis	
	6.2 Preservation of Life	
	6.3 Protection of Property	
	6.4 Prevention of Escalation	
	6.5 Locating Survivors	
	6.6 Basic Needs	
	6.7 First Aid	
	6.8 Conducting Damage Assessments	

	6.9 Setting up Medical Relief Camps	
	6.10 Recovering Dead Bodies	
VII	Crisis Communication Management	8 Hours
	7.1 Information Technology and Communication Tools,	
	7.2 Language Code	
	7.3 CCCC	
	7.4 Incident Command System (Guidelines to Enable Agencies with Different Organization)	
	7.5 The Planning Function	
	7.6 The Operations Function	
	7.7 The Logistics Function	
	7.8 Management	
	7.9 Media Management	
VIII	Community Crisis Management	7 Hours
	8.1 Centralized Access to Medical Hospitalization Services	
	8.2 Community Crisis Mental Health Centers	
	8.3 Marriage of Family Therapy	
	8.4 Fire and Rescue Service for Responding to Fires and Emergency	
	8.5 Police Crisis Intervention Coordination	
	8.6 Community Crisis and Emergency Services (Education, Providing Information, Problem Solving, Persuasion and Medications Center)	
	8.7 Potential Issues of Community Crisis	
IX	International Crisis Management and Complex Emergencies	5 Hours
	9.1 Major Actors in International Crisis Management	
	9.2 Cold War: The Cuban Missile Crisis	
	9.3 Role of the UN in Crisis Management	

Required Readings:

- Brecher, M., & Wilkenfeld, J. (1997). *A study of crisis*. Ann Arbor: University of Michigan Press.
- Curtin, T., Hayman, D., & Husein, N. (2005), *Managing a crisis: A practical guide*. New York, NY: Palgrave MacMillan.
- Deming, W.E., (1986). *Out of the crisis*, Cambridge: Massachusetts Institute of Technology.
- France, K. (2007). *Crisis intervention: A handbook of immediate person-to-person help*. Springfield, IL: Charles C Thomas, Publisher.
- George, B.(2009). *7 lessons for leading in crisis*. San Francisco, CA: Jossey-Bass.
- Harvard Business School. (2005). *Harvard Business Essentials: Crisis management: master the skills to prevent disaster*. Boston, MA: Harvard Business Press.
- Hurst, D. K. (2002). *Crisis and renewal: Meeting the challenge of organizational change*. Boston, MA: Harvard Business School Press.
- James, R.K., & Gilliland, B. E. (2013) *Crisis intervention strategies* (7th ed.). Belmont, CA: Brooks/Cole.
- Kanel, K. (2012). *A guide to crisis intervention* (4th ed.). Belmont, CA: Brooks/Cole.
- Millar, D.P., & Heath, R.L. (2004). *Responding to crisis: Rhetorical approach to crisis communication*. New Jersey: Lawrence Erlbaum.
- Roberts, A. R. (2005). *Crisis intervention handbook: Assessment, treatment and research* (3rd ed.). New York, NY: Oxford University Press, Inc.
- Thompson, R. A. (2004). *Crisis intervention and crisis management*. London, UK: Taylor and Francis Books, Inc.

Recommended Readings:

- Augustine N. R. (2000). Managing the crisis you tried to prevent. In *Harvard Business Review on crisis management* (pp. 1-32). Boston, MA: Harvard Business School Press.
- Julia, R.. (2008). Loss prevention and security. In *Risk management for meetings and events* (pp. 103-126). Oxford, UK: Elsevier Publishing.
- Laye, J. (2002). *Avoiding disaster: How to keep your business going when catastrophe strikes* (pp. 143-176). Hoboken, NJ: Wiley.

Sharma, A., & Kesner, I.F. (2000). When an executive defects. In *Harvard Business Review on crisis management* (pp. 33-60). Boston, MA: Harvard Business School Press.

Ulmer, R. R., Sellnow, T. L., & Seeger, M.W. (2011). The lessons. In *Effective Crisis Communication: Moving From Crisis to Opportunity* (pp. 1-80). London, UK: Sage.

Bazerman, M. H., and Watkins, M. D. (2003). Organizational roots: The role of institutional failure. In *Predictable surprises: The disasters you should have seen coming* (pp. 95-120). Boston, MA: Harvard Business School Press.

Weick, K. E., & Sutcliffe, K. M. (2007). *Managing the unexpected: Resilient performance in an age of uncertainty* (2nd ed., pp. 43-82). San Francisco, CA: Jossey-Bass.

TRAUMA AND CRISIS INTERVENTION

Paper: XIX

Course Code : Counseling Psy 519.B

Credit Hr: 3

Teaching Hr. 48

Theory: 50

Practical: 50

Course Description

Trauma and Crisis counseling course is designed to prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crisis interventions are founded on theory and will be able to apply theory to crisis intervention techniques. Crisis and trauma counseling is designed to be helpful for individual, family, and the community/institution ranging varieties of problems.

Course Objectives

Students will be able to

- Know and understand the history, functioning, and factors associated with trauma reactions
- Demonstrate a working knowledge of crisis counselor's roles, responsibilities and functions and be able to function in multicultural settings
- Evaluate the principles and effects of crisis, disasters, and other trauma causing events on person and be able to develop effective intervention plan
- Make necessary assessment, interview, provide immediate support to traumatized individual and reduce potentially harmful reactions due to crisis.
- Able to use psychological first aid strategies, create emergency management system, linked with existing local resources, and related (health) agencies

TOPICAL OUTLINE OF COURSE OUTLINE

Unit I: Understanding Crisis

1. Crisis definition, characteristics, brief history,
2. Crisis theories, and crisis intervention models
3. Multicultural perspectives in crisis intervention,
4. culturally effective helping

Unit II: Basic Skills in Crisis Intervention

5. Models of crisis intervention
 - a. (Three, six-step, seven steps model)
6. Communication skills
7. Assessment in crisis intervention
8. Psychobiological assessment, assessment of emotional functioning, assessing alternatives coping mechanisms, support systems,
9. Basic strategies of crisis intervention and action in crisis intervention
10. Crisis case handling, telephone and online crisis counseling

Unit III: Handling Specific Crisis

11. Posttraumatic Stress Disorder
12. Crisis Lethality
13. Sexual Assault
14. Domestic/Partner Violence
15. Personal Loss: Bereavement and Grief

Unit IV: Crisis in Schools, intervention and hostage negotiation

16. Gangs, Juvenile offenders,
17. Violent behaviors in Human services settings and among geriatric clients and intervention
18. school-based suicide prevention, potentially violent behavior

Unit V: Application of knowledge and skills

19. Practice of crisis intervention in the school and report submission

20. Practice of crisis intervention in the institutions/Community and report submission

Teaching Methods

This course is both a theoretical and applied. Instructional methods will include lecture, power point presentations, role-play, case analysis, and videos. Person-centered counseling approach will be presented through a combination of lectures, demonstrations of the practice interventions, and class discussions.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignment	5
Case work report	20
Term paper	10
End term examination	10
Total	50

Learning Practice Activities:

Besides demonstration and class room exercises, students have to actively participate in assessment interview, plan for treatment and write the assessment report and submit to teacher/supervisor.

Students need to

46. Develop and organize an assessment format
47. Practice interview and other tools needed for client with specific problem
48. Based on information collected evaluate the person's current behavioral and psychological condition, and write report.
49. Develop treatment plan.
50. Use skills learned and apply at the field while dealing with individual

51. Participate in case conference and feedback students should submit a detail report containing problem, theoretical explanation, assessment, and treatment modalities applied. A detail report format will be provided by the department.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to trauma and crisis. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommended Source:

Richard K. James (2008). Crisis Intervention Strategies. Belmont, CA, USA, Thomson and Brooks/Cole

Reference

1. Amanda B. Nickerson, Melissa A. Reeves, Stephen E. Brock and Shane R. Jimerson (2009). Identifying, Assessing, and Treating PTSD at School. New York, NY. Springer.
2. Anne Bannister (2003). Creative Therapies with Traumatized Children. London and New York. Jessica Kingsley Publishers.
3. Ellen H. Janosik (1994). Crisis Counseling: A contemporary approach (2nd ed). Sudbury, Massachusetts, Boston, London, Singapore. Jones & Bartlett Publishers, Inc.
4. Glenn N. Saxe, B. Heidi Ellis and Julie B. Kaplow (2007). Collaborative Treatment of Traumatized Children and Teens. New York, NY. The Guilford Press.
5. Janei Rymaszewska and Terry Philpot (2006). Reaching the Vulnerable Child: Therapy

with traumatized children. London and Philadelphia. Jessica Kingsley Publishers.

6. Jonathan Sandoval (ed). Handbook of Crisis Counseling, Intervention, and Prevention in the Schools (2nd ed). Mahwah, New Jersey, London. Lawrence Erlbaum Associates, Publishers.
7. Laura Barbanel and Robert J. Sternberg (eds) (2006). Psychological Interventions in Times of Crisis. New York, NY. Springer Publishing Company, Inc.
8. Mary Beth Willaims, PhD, LCSW,CTS and Soili Poijula, PhD (2013). The PTSD WORKBOOK (2nd ed). Oakland, CA. New Harbinger Publications, Inc.
9. Sarah Edison Knapp and Arthur E. Jongsma. Jr. (2005). Parenting Skills Treatment Planner. Hoboken, New Jersey. Wiley, John Wiley & Sons, Inc.
10. Tammi D. Kolski, Michael Avriette and Arthur E. Jongsma, Jr. (2001). The Traumatic Events Treatment Planner. New York, Canada. John Wiley & Sons, Inc.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

Disaster Management Theory and Practice

Paper: XX

Teaching Hr. 48

Course Code : Counseling Psy 520.A

Theory: 50

Credit Hr: 3

Practical: 50

Course Description:

This course intends to introduce the internationally accepted process and practice of disaster reduction, response, and recovery systems. It also helps students by providing a broad knowledge base that includes many theoretical and practical elements of planning as the primary path to preparedness. At the end of this course, the students should be able to understand and describe disaster management scenarios within and outside of the country.

Brief Course of Study

<i>Units</i>	Disaster Management Theory and Practice	<i>Teaching Hours</i>
Unit I	Disaster Management Basic Concepts	8 Hours
Unit II	Disaster Risk Reduction, Response, and Recovery System	7 Hours
Unit III	Types of Disaster Management Practice	6 Hours
Unit IV	Theoretical Perspective on Disaster Management	6 Hours
Unit V	International Organizations and International Instruments	8 Hours
Unit VI	Disaster Management in Nepal	8 Hours
Unit VII	Some Relevant Case Studies	5 Hours

Detail Course of Study

I	Disaster Management Basic Concepts	8 Hours
	1.1 Operational Definition of Disaster	
	1.2 Basic Terminology	

	1.3 Types of Disaster	
	1.4 Disaster as a Social Phenomenon	
	1.5 History of Disaster Management	
	1.6 Disaster Management Cycle	
	1.7 International Disaster Management	
	1.8 Disaster Trends	
	1.9 Ethical Issues in Disaster Management	
II	Disaster Risk Reduction, Response and Recovery System	7 Hours
	2.1 Disaster Risk Reduction	
	2.2 Culture, Knowledge, and Religion in Disaster Risk Reduction	
	2.2.1 Culture, Hazard, and Disaster	
	2.2.2 Religious Interpretation of Disaster	
	2.3 Early Warning Principles and Systems	
	2.3 Disaster Responses	
	2.4 Disaster Recovery	
III	Types of Disaster Management Practice	6 Hours
	3.1 Indigenous Disaster Risk Management	
	3.2 Community Based Disaster Risk Management	
	3.3 Integrated Disaster Management	
	3.4 Modern Disaster Management: A Four Phase Approach	
	3.5 Public-Private Partnership Oriented Disaster Management	
	3.6 Heuristic Approach to Disaster Management	
IV	Theoretical Perspective on Disaster Management	6 Hours
	4.1 Chaos Theory	
	4.1.1 Chaotic System Management Theory	
	4.1.2 Limitations of Chaos Theory in Disaster Management	

	4.2 Anthropology of Disaster	
	4.3 Disaster Research and Anthropological Theory	
	4.4 Theorizing Disaster: Nature, Power, and Culture	
	4.5 Catastrophe and Culture: The Anthropology of Disaster	
V	International Organizations and International Instruments	8 Hours
	5.1 Review of Public International Laws Related to Disaster Management	
	5.2 International Organizations Related to Disaster Management	
VI	Disaster Management in Nepal	8 Hours
	6.1 The Development of Disaster Risk Management in Nepal	
	6.2 Top Ten Types of Hazards in Nepal	
	6.3 Climate Change Impact in Nepal	
	6.4 Trend of Disaster Occurrence in Nepal	
	6.5 Existing Practice in Disaster Risk Management	
VII	Some Relevant Case Studies	5 Hours

Required Readings:

I. Disaster Management Basic Concepts

Coppola, D. P. (2011). *Introduction to international disaster management* (2nd ed., pp. 1-36). Burlington, MA: Elsevier.

Hart, K. D. (2013). Legal and ethical issues in disaster response. In T. Veenema (ed.). *Disaster nursing and emergency preparedness for chemical, biological, and radiological terrorism and other hazards* (3rd ed., pp. 149-166). New York, NY: Springer Publishing.

McEntire, D. A. (2007). *Disaster response and recovery: Strategies and tactics for resilience* (pp. 1-32). Hoboken, NJ: Wiley.

Perry, R. W. (2006). What is Disaster? In H. Rodríguez, E. Quarantelli, & R. Dynes (Eds.), *Handbook of disaster research* (pp. 1-15). New York, NY: Springer.

Singh, S. K., Kundu, S. C. & Singh, S. (1998). *Disaster management* (pp. 195-204). New Delhi, India: Mittal Publications.

II. Disaster Risk Reduction, Response and Recovery System

Villagrán de León, J.C. (2012). Early warning principles and systems. In B. Wisner, J.C. Gaillard, & I. Kelman (Eds.), *A Routeledge handbook of hazards and disaster risk reduction* (pp. 481-492). London, UK & New York, NY: Routeledge.

Coppola, D. P. (2011). *Introduction to international disaster management* (2nd ed., pp. 305-351, 377-424). Burlington, MA: Elsevier.

Hewitt, K., Mercer, J., Chester, D., Berger, G., Wisner, B., & Alexander, B. (2012). Culture, Knowledge and Religion. In B. Wisner, J.C. Gaillard, & I. Kelman (Eds.), *A Routeledge handbook of hazards and disaster risk reduction* (pp. 83-142). London, UK & New York, NY: Routeledge.

Singh, S. K., Kundu, S. C. & Singh, S. (1998). *Disaster management* (pp. 1-8). New Delhi, India: Mittal Publications.

III. Types of Disaster Management Practice

Abou-bakr, A. J. (2013). Assessing disaster oriented PPPs. In *Managing Disasters Through Public-Private Partnerships* (pp. 25-46). Washington, DC: Georgetown University Press.

Coppola, D. P. (2011). *Introduction to international disaster management* (2nd ed., pp. 9-10). Burlington, MA: Elsevier.

Nepal Red Cross Society. (2010). *Community based disaster risk reduction programme implementation field practitioner guideline*. Kathmandu: Nepal Red Cross Society.

Quarantelli, E.L., Lagadec, P. & Boin, A. (2007). A heuristic approach to future disaster and crises: New, old, and in-between types. In H. Rodríguez, E. Quarantelli, & R. Dynes (Eds.), *Handbook of disaster research* (pp. 16-42). New York, NY: Springer.

Shaw, R., Sharma, A., & Takeuchi, Y., (2009). Introduction: Indigenous knowledge and disaster risk reduction. In R. Shaw, A. Sharma, & Y. Takeuchi (Eds.), *Indigenous knowledge and disaster risk reduction: From practice to policy*. New York, NY: Nova Science Publishers.

Simonovic, S. P. (2011). *Systems approach to management of disasters: Methods and applications* (pp. 77-105). Hoboken, NJ: John Wiley and Sons, Inc.

IV. Theoretical Perspective on Disaster Management

Koehler, G. A. (1996). What disaster response management can learn from chaos theory. In G. A. Koehler (Ed.), *What disaster response management can learn from chaos theory: Conference proceedings, May 18-19, 2005* (pp. 2-41). Sacramento, CA; California Research Bureau.

Hoffman, S. M., & Oliver-Smith, A. (2002). Introduction: Why anthropologists should study disasters. In S. Hoffman & A. Oliver-Smith (Eds.), *Catastrophe & culture: The anthropology of disaster* (pp.3-48). Santa Fe, NM: School of American Research Press.

Oliver-Smith, A. (1999). The brotherhood of pain: Theoretical and applied perspectives on post-disaster solidarity. In A. Oliver-Smith & S. Hoffman (Eds.), *The angry Earth: The disaster in anthropological perspective* (pp. 156-172). New York, NY: Routledge.

V. International Organizations and International Instruments

Coppola, D. P. (2011). *Introduction to international disaster management* (2nd ed., pp. 451-524). Burlington, MA: Elsevier.

Harper, E. (2009). *International law and standards applicable in natural disaster situations*. Retrieved from International Development Law Organization website:
http://www.idlo.org/Publications/Natural_Disaster_Manual.pdf

VI. Disaster Management in Nepal

Nepal disaster report 2011: Policies, practices and lessons (pp. 8-142).(2011). Kathmandu: Ministry of Home Affairs, Government of Nepal and Disaster Preparedness Network-Nepal.

NDMF. (2005). *Final Report on An Overview of the Priority of the Disaster Risk Reduction in Nepal* (pp. 1-43). Kathmandu: Action Aid Nepal.

Recommended Readings:

Blaikie, P. M., Cameron, J., & Seddon, J. D. (2001). *Nepal in crisis: Growth and stagnation at the periphery* (Reprint ed.). New Delhi, India: Adroit Publishers.

Harvard Business School. (2005). *Harvard Business Essentials: Crisis management: master the skills to prevent disaster*. Boston, MA: Harvard Business Press.

Koehler, G. A. (Ed.), *What disaster response management can learn from chaos theory: Conference proceedings, May 18-19, 2005*. Sacramento, CA; California Research Bureau.

McEntire, D. A. (2007). *Disaster response and recovery: Strategies and tactics for resilience*. Hoboken, NJ: Wiley.

Mileti, D. S. (1999). *Disasters by design: A reassessment of natural hazards in the United States*. Washington, DC: Joseph Henry Press.

National Society for Earthquake Technology-Nepal. (2005). *Disaster inventory/information management system (DesInventar) in Nepal* (Information Kit No. 013). Retrieved from National Society for Earthquake Technology-Nepal website:

<http://nset.org.np/nset2012/images/publicationfile/20111220153002.pdf>

Nepal Red Cross Society. (2010). *Community based disaster risk reduction training manual*. Kathmandu: Nepal Red Cross Society.

Singh, S. K., Kundu, S. C., & Singh, S. (1998). *Disaster management*. New Delhi, India: Mittal Publications.

MENTAL HEALTH COUNSELING

Paper: XX

Teaching Hr. 48

Course Code : Counseling Psy 520.B

Theory: 50

Credit Hr: 3

Practical: 50

Course description

This course is designed to impart learning theories and their application to change or modify unwanted behavior or problem behavior in educational, clinical, and social settings. It is expected that the knowledge and skills of Behavior theories techniques helps to improve human behavior. Emphasis is also made on empirical researches on effectiveness of the behavior modification techniques

Course Objectives

Two major objectives of this course is to (1) how behaviors are acquired through different form of learning, and (2) how behavior can be unlearned and new behavior can be learned through different techniques.

Content of the Course

Unit I: Foundation of Mental Health Counseling

1. Professional counseling, importance and goals
2. Mental health counseling and Professional identity
3. Historical development, antecedents in professional practice

Unit II: Theoretical foundation of mental health counseling

4. Philosophical foundation and stages of theory development
5. Current developments and development in Non-traditional Directions

6. Integrating theories into practice
7. Multiculturalism and diversity in counseling

Unit III: Mental Health Assessment

8. Role of assessment in Mental Health Counseling
9. Risk Assessment and Management

Unit IV: Psychosocial treatment for medical conditions

10. Significance of Psychosocial Factors in Health and Disease
11. Psychosocial factors affecting medical conditions
12. Treatment: impact of stress and objectives of psychosocial intervention
13. Treatment : approaches and strategies

Unit V: Mental Health Counseling in Community and in Some Specific Conditions

14. Psychosocial rehabilitation
15. Counseling in mental health rehabilitation
16. Rehabilitating the problematic drinker in the community
17. Symptom management and short-term mental health stabilization
18. Counseling and psychotherapy of crime victims
19. Counseling victims of domestic violence
20. Case management in mental health services in the community
21. Assertive community treatment (ACT as essential mental health service)

Teaching Methods

This course is both a theoretical and applied. Instructional methods will include lecture, power point presentations, role-play, case analysis, and videos. Students need to participate in both individual presentation, group discussion and group presentation.

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignment	5
Case work report	15
Term paper	10
End term examination	15
Total	50

Learning Practice Activities:

Besides demonstration and class room exercises, students have to actively participate in the community/institution assessing, interviewing, developing plan for treatment and write the assessment report and submit to teacher/supervisor.

Students need to

52. Visit institutions and community based health care facilities
53. Develop, organize an assessment format and collect information
54. Based on information collected, evaluate the person's present mental health condition and write report.
55. Develop treatment plan.
56. Use skills learned and apply at the field while dealing with individual
57. Participate in case conference and feedback students should submit a detail report containing problem, theoretical explanation, assessment, and treatment modalities applied. A detail report format will be provided by the department.

Home assignment

Home assignment includes detail writing on specific topic as provided by the concerned teacher or it may include mini report on any topics mentioned in the course. Students have to describe, analyze and show their expertise on the given topic.

Term paper

Students need to write an original paper (15 pages) related to theoretical or practical aspects of given topic related to mental health counseling in institution/community based health care outlet. The paper must include a title page, abstract and references, in APA style, and should summarize the student's understanding of issue examined. Marks will be assigned based on quality of content, APA guidelines followed, richness of citations, and quality of expression.

Recommended Readings

1. Artis J. Palmo, William J. Weikel, and David P. Borsos (2011). Foundations of Mental Health Counseling (4th edition). Illinois, USA. Charles C Thomas, Publisher, Ltd.
2. Caroline Kinsella and Connor Kinsella (2006). Introducing Mental Health: A Practical Guide. London and Philadelphia. Jessica Kingsley Publishers
3. Charlotte J. Sanborn (ed) (1913). Case Management in Mental Health Services. Lond and New Yorki. Routledge Taylor & Francis Group
4. Chris El. Strout and Randy A. Hayes (2005) . The Evidence-Based Practice: Methods, Models, and Tools for Mental Health Professionals. New Jersey and Canada. John Wiley & Sons. Inc.
5. Cynthia Glidden-Tracey (2006). Counseling and Therapy with Clients Who Abuse Alcohol or Other Drugs: An integrated Approach. Mahwah, New Jersey, London. Lawrence Erlbaum Associates, Publishers
6. Jacki Pritchard (2007). Working with Adult Abuse. London and Philadelphia, Jesica Kingsley Publishers.
7. Kim Etherington (ed) (2002). Rehabilitation Counseling in Physical and Mental Health. London and New York. Jessica Kingsley Publishers.
8. Laurence Miller (2008). Counseling Crime Victims: Practical Strategies for Mental Health Professionals. New York, NY. Springer Publishing Company, LLC.
9. Leon A. Schein, Harold s. Bernard, Henry I. Spitz, Philip R. Muskin (2003). Psychosocial Treatment for Medical Conditions: Principles and Techniques. New York and Hove. Brunner-Routledge
10. Mina Hariharan and Radhanath Rath (2008). Coping with Life Stress: An Indian Experience. Sage Publications.

Other related information

All additional readings materials, websites address, related to the course and assignment can be suggested concerned teachers.

THESIS
(Research)

Paper: XXI

Course Code : Counseling Psy 521.

Credit Hr: 5

Practical: 50

