

*Advanced Diploma in Child
Guidance and Counselling
2012-13*

The Curriculum

*National Institute of Public Cooperation and Child Development
5, Siri Institutional Area, Hauz Khas, New Delhi - 110016*

Advanced Diploma in Child Guidance & Counselling

VISION

To create professional and personal growth opportunities for those working with children and child related systems so as to enable children to actualize their potentials.

PERSPECTIVE

The Course is planned based on 'Developmental', 'Ecological' and 'Rights' perspective. This would facilitate the learners/ trainees to plan and undertake mental health activities for enabling and empowering children and their families in different contexts.

To enable the learner to function effectively as a mental health professional, the programme would include understanding of theoretical constructs, development of self, as well as acquisition of skills through experiential and action learning.

OBJECTIVES

- To explore and evolve attitudes, values and beliefs that facilitates work with children as mental health professionals.
- To acquire knowledge and understanding of theoretical constructs and socio-cultural perspectives in the context of counselling.
- To develop skills to plan, provide and monitor counselling interventions for children and child related systems.
- To develop skills of mobilizing resources and networking & collaborating with stakeholders.

DURATION

The Programme would be of 10 months duration followed by 2 months of Internship.

COURSE STRUCTURE

The course is designed to cover generic components related to ‘Developmental’, ‘Ecological’ and ‘Rights’ perspective first so that it would provide the basic thread in understanding and in applying theoretical constructs and skills for working with children and their families in Individual, Group and Community Setting. A total of nine papers would be covered in **212 working days followed by 2 months of Internship**. The knowledge, skill and application dimensions for each of the paper is planned to draw out a **programme that is holistic, interconnected and learner friendly**. The following nine papers have been covered:

Sl. No.	Subject	Code for Theory	Code for Practical
1.	Child Development	EDGC101	EDGC151
2.	Exceptional Variations in Child Development	EDGC102	EDGC152
3.	Techniques of Child & Adolescent Assessment	EDGC103	EDGC153
4.	Child Rights & Policy	EDGC104	EDGC154
5.	Group Work & Community Interventions	EDGC105	EDGC155
6.	Family Interventions	EDGC106	EDGC156
7.	Intervention for Children	EDGC107	EDGC157
8.	Intervention for Adolescents	EDGC108	EDGC158
9.	Integrating Interventions	EDGC109	EDGC159
10.	Internship		EDGC160

MODE OF LEARNING

The course is transacted to maintain the spirit of **40:60 ratio in favour of skill development**. The course has been planned with a view to empower the learner in knowledge, skills & attitudes to be able to design and undertake promotive, preventive and therapeutic counselling interventions with children and their families across different child related systems viz. school, communities, clinics. The *raisonde'tre* of the programme is

intensive skill training & personal growth opportunities. The course emphasizes on development of competencies in assessing children and their contexts, conducting individual interventions for children with different psychopathologies, conducting developmental and therapeutic group interventions with children & adolescents; and designing need based & milieu specific mental health programmes in schools & communities.

Orientation Programme

A five day orientation programme is conducted for students before the commencement of regular classes. The major aim of the programme is to familiarize the students to the course structure and appraise them with the process of transaction. It also aims at building common perspectives about the role and responsibilities of students as a learner.

Ice breaking activities, trust building exercises and group exercises are used extensively to enable the students to get to know each other, get them acquainted with the new environment and streamline expectations. Students are given exposure to self awareness workshops and transdisciplinary inputs related to preventive, promotive and therapeutic aspects of child and adolescent mental health.

Theoretical Expositions and Assignments

Theoretical grounding by professionals from the field is an integral part of the transaction of the programme. Furthermore, the assignments developed for the students enable them to bring out their perspectives related to the topic. The students are required to make audio- visual presentations before the class and the concerned faculty. The analysis of the topic helps in integrating various views to develop holistic understanding of the subject.

Skill Workshops and Skill Laboratories

Experiential learning methodology that places emphasis on concrete experiences, reflective observations, abstract conceptualizations and active experimentation is a dominant mode adopted for developing skills. Practical skills in undertaking counselling, group work and community interventions are learned and developed through a series of workshops. Facsimile experiences, demonstrations, practice sessions, and presentations by the learner - all make the learning mode effective and student friendly.

Skill laboratories are designed around all the skill components of the curriculum. The intent is to provide facsimile experiences, demonstrations and practice opportunities to rehearse skills in the classroom setting with on the spot feedback to hone the specific skills. Also field practice opportunities under supervision further helps to consolidate the skills.

Field Work

As a professional institution, the Institute attaches great importance to fieldwork. Rigorous field work is expected to integrate theoretical experience with practice and facilitate the learner to acquire hands on experience of working with children and child

related systems. It aims to develop skills in assessment and undertaking counselling, psychosocial interventions and developmental group work with children and adolescents.

The Field Work also focuses on developing skills in designing and undertaking mental health interventions with children through collaborative processes with key stakeholders in the community. The students also undertake the study of School and Children's institutions from the system's and 'Rights' perspective. This facilitates the student to plan milieu specific mental health programme for children.

The fieldwork programme involves arduous work. Three days in a week the learner has to carry out field based assignments in an Institution, School and Clinic and for their case studies.

Clinical Supervision

Personal and professional growth of the student is supported through an intensive process of clinical supervision that is undertaken individually as also in small groups. This provides opportunities for guided interaction between students and faculty supervisors. The faculty facilitates the students to gain insights into themselves; their skills and personal attributes that are critical in developing skills in assessment and counselling interventions.

EVALUATION

There would be equal weightage given to theory and fieldwork assessment. The overall evaluation would be for 1800 marks with 900 marks assigned for theory papers and another 900 marks for fieldwork. Annual Examinations would be conducted followed by two months of Internship which is graded. The ratio for internal and external evaluation would be **40:60**. The minimum marks required to pass the examination would be 50 percent for theory, 50 percent for fieldwork and 50 percent in the aggregate.

I. Theory

- a. Internal evaluation would be based on two minor Unit Tests of 15 marks each and a Presentation of 10 marks across papers. Total internal evaluation will be for 360 marks.
- b. External evaluation will be based on annual examinations conducted at the end of the transaction of the curriculum and before the internship. Each paper would be of 60 marks, with the total of 540 marks across nine papers.
- c. Students are required to attend at least 75 percent of the total number of theory classes planned for the academic year.

II. Fieldwork

- a. Internal fieldwork evaluation would be carried out by fieldwork supervisors based on supervisory visits, fieldwork presentations and individual conference with the students. The emphasis would be in assessing the 'student's work in process'. The evaluation will be carried out at two intervals - Mid Term (at the end of first term) and End Term (at the end of second term). The internal evaluation would carry weightage of 360 marks.

- b. External Field work evaluations will be based on a) Synthesis Reports of students for each of their fieldwork assignments and b) Viva by experts. The external fieldwork evaluation would carry a weightage of 540 marks.
- c. The attendance requirement for field work is 90 percent. Students whose attendance falls below the required minimum shall not be allowed to proceed for theory examination.
- d. The internship would be included under the Non-evaluative University System (NUS) and would carry two credits. It would be graded internally based on reporting of the student and their consistency and involvement. A student is not eligible for a certificate unless he/she has completed the two months Internship to the satisfaction of the Institute.

COURSE FACULTY

The Course Faculty comprises an interdisciplinary team of mental health professionals both from the core faculty of the Institute as also experts from other Technical Institutions, Universities and Voluntary Organisations working in the area of 'Child and Adolescent Mental Health'. Supervision at individual level is provided by Experts & Faculty members of the Institute. Group supervision for clinical work will be provided by experts with clinical experience of working with children and families.

ATTENDANCE REQUIREMENTS

- Attendance in the academic programme is compulsory and students are required to attend at least 75 percent of the total number of lectures planned for the academic year.
- Attendance for field work is compulsory. Student is required to attend at least 90 percent of the total field work days.
- Students whose attendance falls below the required minimum shall not be allowed to proceed for theory examination.

INTERNSHIP REQUIREMENT

A student is not eligible for a certificate unless he/she has completed the two months Internship to the satisfaction of the Institute.

STUDENT CONTACT HOURS

The total days for theory and fieldwork shall be **212**; for examination and unit test **30** days and for internship **47** days. A working day would comprise six hours of contact time with students. Average student contact time is computed at 6 working days per week. The total no of contact hours are computed for 52 weeks with 24 days of Holidays (other than Sundays) and 6 weeks for examinations and unit tests.

Theory			
Sl. No.	Course Code	Title of the Course	Teaching Hours per week and Credits
Term I			L+ T = Total Credits *
1.	EDGC101	Child Development	3 + 1
2.	EDGC102	Exceptional Variations in Child Development	3 + 1
3.	EDGC103	Techniques of Child and Adolescents Assessment	3 + 1
Term I & Term II			
4	EDGC104	Child Rights and Policy	3 + 1
5	EDGC105	Group Work and Community Intervention	3 + 1
6	EDGC106	Family Interventions	3 + 1
Term II			
7	EDGC107	Interventions for Children	3 + 1
8	EDGC108	Interventions for Adolescents	3 + 1
9	EDGC109	Integrating Interventions	3 + 1
		Total Credits	36
Fieldwork			
Term I			Total Credits **
1.	EDGC151	Child Development	2
2.	EDGC152	Exceptional Variations in Child Development	2
3.	EDGC153	Techniques of Child and Adolescents Assessment	2
Term I & Term II			
4	EDGC154	Child Rights and Policy	2
5	EDGC155	Group Work and Community Intervention	2
6	EDGC156	Family Interventions	2
Term II			
7	EDGC157	Interventions for Children	2
8	EDGC158	Interventions for Adolescents	2
9	EDGC159	Integrating Interventions	2
10	EDGC160	Internship (NUS)	2
		Total Credits	20
<p>Note: * L – Lecture / Skill workshops, T – Tutorials / Group Discussion / Presentations ** Two hour fieldwork is equal to one credit *** Every student gets time for individual and group supervision for field placements and clinical work. **** Total Credits for the course equals to 56</p>			

Course Details

National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Term I

Paper code: EDGC101

Nomenclature of the Paper: **CHILD DEVELOPMENT**

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

Total Credits: 6

I. OBJECTIVES

1. To study theoretical frameworks to understand characteristics of children at different age epochs.
2. To critically examine the bi-directional relationship between the child and his /her ecological context of development.
3. To identify attributes of positive parenting.

II. THEORY

**Unit 1 Development of Children: Theoretical Perspectives
(Basic constructs and application)**

- Principles of Growth and Development
- Development of Cognition : Piaget
- Development of Personality : Psychosocial Theory – Erikson
- Moral Development : Piaget , Vygotsky, Bandura and Sears
- Theory of Attachment
- Theories of Play Development; Piaget, Erikson, Axiline ,Hildreth, Parton, Smilansky

**Unit 2 Developmental Characteristics of Children
(Infancy and Early Childhood)**

- Development during Prenatal Period
- Infancy and Toddlerhood: Developmental Characteristics across Domains (bio social behavioral shifts)
- Early Childhood Years : Developmental Characteristics across Domains (bio social, behavioral shifts)
- Developmental Progression in Play Behaviour, Functions of Play and types of Play
- Play Activities and Games for Pre-school Children

Unit 3 Developmental Characteristics of Children (Middle Childhood and Adolescence)

- Middle Childhood Years : Developmental Characteristics across Domains (bio social, behavioral shifts)
- Middle Childhood Years: Developmental Progression in Play Behaviour and Play Activities and Games
- Adolescence : Developmental Characteristics across Domains (bio social, behavioral shifts)
- Adolescence : Developmental Progression in Play Behaviour and Play Activities and Games

Unit 4 Acquisition of Skills

- School Readiness Skills
- Reading Skills
- Spelling Skills
- Writing Skills
- Arithmetic

III. PRACTICAL

A) Field Work Tasks

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

B) Self Development Workshops

- Streamlining Life Styles
- Learning Styles

IV. SCHEME OF TEACHING

A) Process of Developing Skills

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

B) Application

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

developmental stages

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

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

**“If I could wish for my life to be perfect,
it would be tempting, but I would have to decline,
for life would no longer teach me anything.”**

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National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Term I

Paper code: EDGC102

Nomenclature of the Paper: **EXCEPTIONAL VARIATIONS IN CHILD DEVELOPMENT**

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

Total Credits: 6

I. OBJECTIVES

1. To appreciate the concept and strategies of promotion of mental health
2. To understand manifestation and causes of behaviour and learning problems in children
3. To understand types and causes of disabilities in children.
4. To appreciate the concept and strategies for prevention of disabilities & behaviour & learning problems in children

II. THEORY

Unit 1 Basics of Mental Health and Disabilities

- Concept of Mental Health: Indian & Western Perspectives
- Learning & Behaviour Problems: Manifestation, Causal Associates; Risk Factors, Protective Mechanism, and Resilience
- Classification System of Childhood & Adolescent Psychiatric Disorders: Need and Types
- Concept of Disability: Medical Model, Social Model, Levels of Interventions and Strategies of Prevention of Disabilities)

Unit 2 Childhood Disabilities and Developmental Disorders

- Cerebral Palsy and Disability of Movement, Disability of Sight; Disability of Hearing; (Causes, Early Identification, Management & Prevention).
- Epilepsy : Manifestation, Causes, Types and Management (first aid)
- Mental Retardation: Definition; Classification; Causes; Associated Problems; Prevention & Early Identification; Assessment; Prognosis and Types of Interventions
- Speech and Language Problems of Children: Assessment of Language, Types of Speech Problems and Types of Interventions
- Autism Spectrum Disorders: Manifestation (Asperger and Autism); Causal Associates; Early Identification and Assessment; Prognosis and Types of Interventions.

Unit 3 Learning Problems

- Scholastic Backwardness: Casual Associates; Framework of Assessment; and Types of Interventions
- Learning Disabilities : Definition, Causal Associates; Associated Problems ; Assessment ; Prognosis and Types of Interventions
- Workshops for Spot Diagnosis

Unit 4 Internalizing Problems and Externalizing Problems (Manifestation, Causes & Management)

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

III. PRACTICAL

A) Field Work Tasks

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

B) Self Development Workshops

- Examination Stress

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

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

B) APPLICATIONS

- The student would study at least four children with Disability or Learning & Behaviour Problems to comprehensively study the manifestations, multidisciplinary assessments and interventions.

- Student would identify criteria for differential diagnosis of different learning and behaviour problems.

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

Knowledge	Skill	Applications
<p>Basics of Mental Health</p> <ul style="list-style-type: none"> • Concept of Disability: Medical Model, Social Model, Levels of Interventions and Strategies of Prevention of Disabilities) • Cerebral Palsy; Disability of Sight; Disability of Hearing; Disability of Movement (Causes, Early Identification, Management & Prevention). • Epilepsy : Manifestation, Causes, types management (first aid) <p>Developmental Disorders</p> <ul style="list-style-type: none"> • Autism Spectrum Disorders: Manifestation; Casual Associates; Early Identification; Prognosis and Management. • Mental Retardation : Definition; Classification; Causes; Associated Problems; Prevention & Early Identification; Assessment; Prognosis and Types of Interventions • Speech and Language problems of children: Types; Prognosis; Management and Assessment of Language. <p>Learning Problems</p> <ul style="list-style-type: none"> • Scholastic Backwardness: Casual Associates; Framework of Assessment; Management. • Learning Disabilities : Definition, Causal Associates; ; Assessment ; Prognosis and Management • Borderline Intelligence: Manifestation assessment & Types of Interventions 	<ul style="list-style-type: none"> • Observations of behavioral manifestation of different Disabilities & Behaviour & Learning Problems <p><i>(The above would be actualized through participant observations of mental health professionals at work and of children attending Child & Adolescent Guidance & Counselling Centres)</i></p> <p>Skill workshops on differential diagnosis</p> <p>Skill workshops on Spot diagnosis</p>	<p>Clinical work :</p> <ul style="list-style-type: none"> • Spot diagnosis • Educational Assessment, • Personality Assessment, • Special diagnostic rating scales (CARS, Corner's etc.), • Play sessions (II level)

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|---|--|--|
| <ul style="list-style-type: none">• Behaviour Problems• Internalizing problems
(Manifestation Causes & Management)• Externalizing Problems
(Manifestation, Causes, Management) | | |
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Term I

Paper code: EDGC103

Nomenclature of the Paper: **TECHNIQUES OF CHILD AND ADOLESCENT ASSESSMENT**

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

Total Credits: 6

I OBJECTIVES

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

II THEORY

Unit 1 Interviewing and Observation as a Method of Assessment

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

Unit 2 Assessment of Intelligence and Adaptive Behaviour

- Concept & Theory of Intelligence
- Concept of Adaptive Behaviour
- Wechsler's Intelligence Scale for Children (WISC III) and Indian norms of WISC (Father Malin's)
- Stanford Binet Intelligence Test

- Ravens Progressive Matrices
- Vineland Adaptive Behaviour Scale
- Assessment of Home Environment: HOME Inventory and Family Environment Scale.

Unit 3 Assessment of Temperament, Personality and Socio Emotional Development

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

Unit 4 Psycho Educational Assessment

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

III. PRACTICAL

A) Field Work Tasks

- During the placement in CGC / AGSC the students would undertake
 - Case history
 - Play observations
 - Interview adolescents
 - Adaptive behaviour assessment
 - Psycho educational assessment
 - Personality assessment
- Interpreting clinical observation and assessment undertaken by the professionals in CGC / AGSC

B) Self Development Workshops

- Responding styles
- Listening skills

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Workshops would be planned for students to develop interviewing and questioning skills.
- Students would be familiarized with the specific tests, scales, checklists etc. through demonstrations and mock sessions and simulated practice.
- Students would be facilitated to appreciate process of assessments across ages through observations of professionals at work during field placements.
- Student would do simulated practice on their long term case.

B) APPLICATIONS

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

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

Knowledge	Skills	Applications
<ul style="list-style-type: none"> • Professional Practices in Assessment of Children and Adolescents • Interviewing as a Method • Observation as a Method • Process and measures of assessment of Infants & Preschoolers • Process and measures of assessment of school aged children • Process and measures of assessment of Adolescents • Psycho Educational Assessment : need scope and process 	<ul style="list-style-type: none"> • Identifying appropriate measures that can be used for children of different ages to assess their development /skills and abilities. • Interviewing and questioning Skills <ul style="list-style-type: none"> • Listening • Leading • Reflecting • Summarizing • Setting Boundaries • Interviewing Parents and Care Givers to understand Developmental history, Family Functioning • Skills and methods of observation • Conducting observations of children across developmental stages and across settings • Conducting psycho-educational assessment. <p><i>(All the above would be actualized through skill workshops, field placement and observations of professionals at work)</i></p>	<p>Clinical work :</p> <ul style="list-style-type: none"> • Case History • Play observation, • Adolescent Interviews, • VABS • Multiple Intelligences • Learning styles

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National Institute of Public Cooperation and Child Development
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Term I & II

Paper code: EDGC104

Nomenclature of the Paper: **CHILD'S RIGHTS AND POLICY**

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

Total Credits: 6

I. OBJECTIVES

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

II. THEORY

Unit 1 Child Rights

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

Unit 2 Laws related to Disability and Children in Difficult Circumstances

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

Unit 3 Understanding School as a Social System

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

Unit 4 Understanding Family as a Social System

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

III. PRACTICAL

A) Field Work Tasks

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

B) SELF DEVELOPMENT WORKSHOPS

- Negotiation Skills

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

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

- Student would be appraised of Mc Master Model of Assessment of Family functioning through demonstration, mock sessions, simulations & guided skills workshops

B) APPLICATION

1. The student would be required to apply their understanding of Rights and Systems perspective to analyze processes of any one of the following Institutions/programmes:
 - Children’s Institution
 - Programme for Street and Working Children.
2. The student would be required to apply their understanding of school as a system to analyze its processes.

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

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

**“It is not genius, nor glory, nor love that reflects
the greatness of the human soul; it is kindness”**

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National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Term I & II

Paper code: EDGC105

Nomenclature of the Paper: **GROUP WORK & COMMUNITY INTERVENTIONS**

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

Total Credits: 6

I. OBJECTIVES

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

II. THEORY

Unit 1 Group Work as a Method

- Definition, Purpose, and Relevance
- Types of Groups : Treatment Groups and Task Groups
- Principles of Group Work
- Applications of Group Work for Life Skill Development: Self awareness Communication, Interpersonal Skills and Empathy, Problem solving and Decision making, Creative thinking and Critical thinking and Coping with Emotions and Stress.
- Stages of Group Work
(Planning, Working and Ending stages)

Unit 2 Group Work Process and Dynamics

- Programme Media and Processing Group Work Activities (Role plays, Games, Simulations)
- Frameworks for Designing Group Work Intervention (Donna Walker Cycle, Addie Model)
- Group Dynamics: Concept and Components

- Leadership Styles and Facilitation Skills
- Mock Sessions and Synthesis Workshops

Unit 3 Community Organization as a Method

- Definition, Purpose & Principles of Community Organisation
- Stages of Community Organization
- Techniques of Knowing the Community (Participatory Learning & Action)
- Types and Levels of Community Participation; Self Help Groups ; Participatory Monitoring and Sustainability
- Community Awareness

Unit 4 Community Based Organizations: Structure and Functioning

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

III. PRACTICAL

A) Field Work Tasks

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

B) Self Development Workshops

- Conflict Resolution
- Self Exploration

IV. SCHEME OF TEACHING

A) PROCESS OF ACQUIRING SKILLS

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

- Skill Workshop on Designing Community Awareness Programme.

B) APPLICATION

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

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

<u>Knowledge</u>	<u>Skills</u>	<u>Application</u>
<ul style="list-style-type: none"> • Group Work as a Method : Definition, Purpose, and Relevance, Principles and Types of Group • Group Dynamics • Stages of Group Work • Community Organization as a Method • Stages and Techniques of Community Organization • Structure and Functioning of Community Based Organization • Building on Community 	<ul style="list-style-type: none"> • Conducting Focus group Discussions for need assessment of adolescents • Using programme media Games , simulations and role plays for conducting group work intervention • Developing facilitation skills for group work. • Skills of planning Group Work Intervention. • Skills of Conducting Life Skill Education • Techniques of conducting Participatory Learning Appraisal • Conducting Community Awareness Programme 	<ul style="list-style-type: none"> • Undertaking Group Work Interventions in a school or Children’s institution • Studying Community Based Organization with respect to the programme activities, service delivery and involvement of community in the programme mechanisms. • Studying Legislative processes of the Children’s Institution.

“Truth, purity and unselfishness whenever these are present, there is no power below or above the sun to crush the possessor thereof. Equipped with these, an individual is able to face the whole universe in opposition”

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National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Term I & II

Paper code: EDGC106

Nomenclature of the Paper: **FAMILY INTERVENTIONS**

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

Total Credits: 6

I. OBJECTIVES

1. To develop a basic understanding of the 'Approaches' and Types of Counselling Interventions.
2. To acquire beginning skills in Guiding & Counselling families.
3. To acquire beginning skills in Parent Training

II. THEORY

Unit 1 Guidance and Counselling: Basic Concepts

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

Unit 2 Social Casework Practice

- Definition and Principles of Social Casework Practice
- Process of Social Casework Practice , Study : Thinking in Problem Solving; and Diagnostic Work up ; Joint Solution Finding and Goal Setting; Implementation of Plan and Termination (on CGC cases)
- Case worker - Client relationship , Role of Case worker
- Social investigations ; Home visit & School visit

Unit 3 Family Guidance

(For Parents of Children with Disabilities)

- Guidance Messages for Parents of Children with Mental Retardation, ADHD Learning Disability and Pervasive Developmental Disorders
- Sensitization Workshop (Empowered Parents)
- Skills of Undertaking Family Guidance (Guided Skill Workshop)
- Indications and Contraindications
- Practice Guidelines

Unit 4 Parent Training and Therapy

- Parent Child Interaction Therapy (PCIT):
 - Theoretical Constructs ; Framework and Content
 - Process of PCIT
 - Indications & Contraindications
 - Practice Guidelines

- Behavioural Modification :Theoretical Constructs and Principles
 - Functional Analysis of Behaviour
 - Behaviour Modification Techniques
 - Developing Behaviour Modification Plan
 - Indications & Contraindications
 - Practice Guidelines

III. PRACTICAL

A) Field Work Tasks

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

B) Self Development Workshops

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

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

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

B) APPLICATIONS

1. Students would undertake Family Guidance / Counselling with families of children with Learning, Behaviour or Developmental Disorders
2. Student will undertake Behaviour Modification / PCIT during their field placements in Clinics / Institutions.

3. Student would undertake Social Investigation and Restructuring of Home Environment for two cases

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

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

“People have been known to achieve more as a result of working with others rather than against them”

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National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Term II

Paper code: EDGC107

Nomenclature of the Paper: **INTERVENTIONS FOR CHILDREN**

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

Total Credits: 6

I. OBJECTIVES

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

II. THEORY

Unit 1 Directive Play Therapy

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

Unit 2 Non Directive Play Therapy

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

Unit 3 Skill Training

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

Unit 4 Reworking School Environment

- Modifications in Teaching, Learning and Evaluation Processes for Children with ADHD, Aspergers and Learning Disability
- Provision by CBSE & Alternative Education Systems
- Mainstreaming, Integration and Inclusion; Concept & Scope
- Creating Least Restrictive Environment in School: Some Models

III. PRACTICAL

A) Field Work Tasks

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

B) Self Development Workshops

- Enhancing Self Esteem

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

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

B) APPLICATIONS

1. Students would undertake short term Play Therapy with an abused child or child having an emotional problem.
2. Student would design a context specific module on Family Life Education for

Adolescents in small groups.

3. Student would document in groups 'Best Practice' in inclusive / alternative education for children with learning problems.

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

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

The future belongs to those who believe in the beauty of their dreams

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- Chadha, Anupriya : Helping Children Overcome Attention Problems: Training Manual for Teachers to Teach Children with Learning Difficulties, Unistar Books, Chandigarh, 2007
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- UNESCO : Handbook on Right to Education for Children with Disabilities, United Nations Educational Scientific and Cultural Organization (UNESCO), New Delhi, 2007

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Term II

Paper code: EDGC108

Nomenclature of the Paper: **INTERVENTION FOR ADOLESCENTS**

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

Total Credits: 6

I. OBJECTIVES

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

II. THEORY

Unit 1 Cognitive Behaviour Therapy

- Theoretical Underpinnings
- Basic Concepts of Cognitive Behaviour Therapy, Core Beliefs; Negative Automatic Thoughts; Thought Feeling Action Cycle; Cognitive Distortions
- Process of Cognitive Behaviour Therapy
- Case Conceptualization
- Mental Status Examination
- Identifying Cognitive Distortion

Unit 2 Cognitive Behaviour Therapy: Application

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

Unit 3 Family Life Education

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

Unit 4 Career Guidance and Counselling

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

III. PRACTICAL

A) Field Work Tasks

Student would:

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

B) Self Development Workshops

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

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

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

- Students would be exposed to the process of undertaking 'Skill Training' with children through simulations, role plays, demonstrations & practice sessions.

B) APPLICATIONS

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

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

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

LIST OF READINGS

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- Orvaschal, Helen; Faust, Jan & Hersen, Michal : Handbook of Conceptualization of Treatment of Child Psychopathology, Pergamon Netherlands -2001
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- Paterson, Terence ed : Comprehensive Book of Psychotherapy – Volume 2, John Wiley, New York, 2002
- Kaslow, Florence W ed : Comprehensive Book of Psychotherapy – Volume 3, John Wiley, New York, 2002
- Kaslow, Florence W ed : Comprehensive Book of Psychotherapy – Volume 4, John Wiley, New York, 2002
- Hawton, Keith; Salkoviskis, Paul M.; Kirk, Joan; Clark, David M : Cognitive Behaviour Therapy for Psychiatric Problems : A Practical Guide, Oxford University Press
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- TARSHI : Basic and Beyond, TARSHI, New Delhi, 2006
- The Centre for Development and Population Activities : HIV / AIDS Awareness and Family Life Education Training Manual for Street Educators English, The Centre for Development and Population Activities, India Office, New Delhi
- MAMTA, Health Institute for Mother and Child : Supplementary Reading for Facilitators on Sexuality, Gender and Young People (Second Edition), MAMTA, Health Institute for Mother and Child, New Delhi, 2006
- Brown Duane ; Brooks Linda and Associates : Career Choices & Development : Applying Contemporary Theory to Practice Jossey Bass Publishers San Frances Co. – 1990
- Kochar S.K. : Educational and Vocational Guidance for Secondary School Students, Sterling Publisher Pvt. Ltd, New Delhi - 1984

Albuquerque, Usha : The Penguin India Career Guide: The Humanities (Volume-I), Penguin Books, New Delhi, 2000

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Term I

Paper code: EDGC109

Nomenclature of the Paper: **INTEGRATING INTERVENTIONS**

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

Total Credits: 6

I. OBJECTIVES

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

II. THEORY

Unit 1 Planning School Mental Health Programme

- Concept
- WHO Model of School Mental Health
- Need Assessment Strategies
- Designing the Services
- Pedagogy for Training
- Developing Workshops for Parents and Teachers

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

- Conceptualizing Assessment
- Integrating Assessment to reach Diagnostic Workup
- Planning Interventions

Unit 3 Planning Intervention for Children in Difficult Circumstances

- Understanding impact of Trauma and Abuse on Children
- Planning intervention for children affected by trauma and abuse
- Issues in Pre & Post Adoptive Counselling of Parents
- Supportive Counselling
- Crisis Intervention

Unit 4 Ethical Issues in Counselling

- Role of an Effective Counsellor
- Conceptual Framework for Ethical Decision Making
- Good Practices of Counselling Services in School
- Application of Ethical considerations (Simulated Exercises)

III. PRACTICAL

A) Field Work Tasks

- Undertaking supportive interventions for Children in Difficult Circumstances.
- Undertaking interventions with children with learning and behaviour problems in Child Guidance Centre and Adolescents Guidance Service Centre.

B) Self Development Workshops

- Stress Management
- Child Sexual Abuse

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

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

B) APPLICATIONS

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

- The student would formulate Intervention plans for two children with (Diagnostic workup given) Learning & Behaviour Problem
- The student would design an Individual & Group Intervention for children who are trafficked or are affected by violence or abuse.
- The student would identify 'best practice' of interventions with children in difficult circumstances based on field work experiences
- The student would evolve school mental health programme in context of study of

their school.

- The student would Design Training Sessions / Modules along specific data collected during Training Need Assessment
- Students would plan workshops in small groups on positive parenting in a school setting.
- Developing career guidance service.

C) BREAKUP OF CONTENTS INTO KNOWLEDGE SKILL AND APPLICATION AREAS

Knowledge	Skills	Applications
<ul style="list-style-type: none"> • Planning & Organizing Workshop • Planning Interventions for Children with Learning & Behaviour Problems • Planning Interventions for Children in Difficult Circumstances • Planning School Mental Health Programme • Ethical Issues in Practice 	<ul style="list-style-type: none"> • Workshop on Need Assessment & Designing Training for Parent and Teachers • Sensitization Workshops to understand impact of Trauma, Abuse and Neglect, • Workshop on issues of Pre adoptive & Post Adoptive Counselling • Workshops on Integrating Assessments to draw intervention plans 	<ul style="list-style-type: none"> • Case Study of Self • Undertake supportive interventions for children in difficult circumstances <ul style="list-style-type: none"> ➤ Design and implement context specific Family Life Education Programme for Children & Adolescents ➤ Designing and implementing need based Training ➤ Any other

“Three things are necessary to make every man great. Conviction in the power of goodness. Absence of jealousy and suspicion. Helping all who are trying to be good and do good”.

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- Arulmani G & Arulmani Sonali Nag : Career Counselling : A Handbook Tata Mc Graw Hill Publishing Company Limited, New Delhi – 2004

Course Transaction

Time – Line for Academic Session 2012-13

First Term	Duration	
	From	To
First Term	Wednesday, 01 August, 2012	Friday, 14 December, 2012
Orientation week	Wednesday, 01 August, 2012	Friday, 07 August, 2012
Theory Classes	Wednesday, 08 August, 2012	Friday, 14 December, 2012
Fieldwork in School (Tuesday)	Tuesday, 28 August, 2012	Tuesday, 11 December, 2012
Fieldwork in Clinic (Tuesday & Friday in batches)	Friday, 31 August, 2012	Friday, 07 December, 2012
Minor Unit Test - I	Wednesday, 10 October, 2012	Tuesday, 16 October, 2012
Diwali Break	Saturday, 10 November, 2012	Sunday, 18 November, 2012
Minor Unit Test – II	Friday, 07 December, 2012	Thursday, 13 December, 2012
Midterm Fieldwork Evaluation	Friday, 14 December, 2012	
Second Term		
Second Term	Monday, 17 December, 2012	Thursday, 02 May, 2013
Theory Classes	Monday, 17 December, 2012	Thursday, 02 May, 2013
Fieldwork in Clinic (Tuesday & Friday in batches)	Friday, 21 December, 2012	Friday, 26 April, 2013
Fieldwork in Children's Institution (Tuesday)	Tuesday, 18 December, 2012	Tuesday, 30 April, 2013
Minor Unit Test – III	Friday, 15 February, 2013	Friday, 22 February, 2013
Holi Break	Tuesday, 26 March, 2013	Thursday, 28 March, 2013
Minor Unit Test – IV	Wednesday, 10 April, 2013	Wednesday, 17 April, 2013
End Term Fieldwork Evaluation (Internal)	Wednesday, 01 May and Thursday, 02 May, 2013	
Preparatory leave	Friday, 03 May, 2013	Thursday, 14 May, 2013
Final Exam	Wednesday, 15 May, 2013	Saturday, 08 June, 2013
Internship	Monday, 10 June, 2013	Wednesday, 31 July, 2013

Field Work

Objectives

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

Settings

The students would have opportunity of working in the following settings

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

Tasks

Sl. No.	Subject	Task to be undertaken
1	Child Development	<ul style="list-style-type: none">• Micro processes of pre-school education• Developmental characteristics of child• Play activities of children across ages
2	Exceptional Variations in Child Development	Clinical work: <ul style="list-style-type: none">• Educational Assessment• Personality Assessment• Special diagnostic rating scales (CARS, Corner's etc.)• Play sessions (II level)• Spot diagnosis
3	Techniques of Child & Adolescent Assessment	Clinical work: <ul style="list-style-type: none">• Case History• Play observation• Adolescent Interviews• Vineland Adaptive Behaviour Scale• Multiple Intelligences• Learning styles

4	Child Rights & Policy	<ul style="list-style-type: none"> • Studying School as a System • Micro process related to school mental health • Studying Children's Institutions from 'Rights' perspective
5	Group Work & Community Interventions	<ul style="list-style-type: none"> • Designing and Conducting Developmental group work with adolescents • Legislative processes of the Children's Institution
6	Family Interventions	<p>Clinical work (Term I):</p> <ul style="list-style-type: none"> • Diagnostic workup • Social investigations (home visit, HOME, school visit etc.) <p>Clinical work (Term II):</p> <ul style="list-style-type: none"> • Parent Counselling • Home based intervention with parents, parent training, PCIT • Clinical case report
7	Intervention for Children	<ul style="list-style-type: none"> • Case study of the child • Direct intervention with the child (0-12years) in the clinic / institution (individual counselling, play therapy or using play techniques)
8	Intervention for Adolescents	<ul style="list-style-type: none"> • Career guidance and profiling • Direct intervention with the adolescents (Practice skill of cognitive behaviour therapy, supportive counselling)
9	Integrating Interventions	<ul style="list-style-type: none"> • Supportive group interventions in the institutions • Case study of self

School: During the placement in the school the following tasks would be undertaken by the students:-

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

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

- Case History
- Play observation
- Adolescent Interviews
- Vineland Adaptive Behaviour Scale
- Educational Assessment
- Personality Assessment
- Special diagnostic rating scales (CARS, Corner's etc.)
- Play sessions (II level)
- Spot diagnosis
- Diagnostic workup
- Social investigations (home visit, HOME, school visit etc.)
- Parent Counselling
- Home based intervention with parents, parent training, PCIT
- Clinical case report
- Restructuring school environment
- Direct intervention with the child (0-12years) in the clinic / institution (individual counselling, play therapy or using play techniques)
- Direct intervention with the adolescents (Practice skill of cognitive behaviour therapy, supportive counselling)

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

- Studying Children's Institutions from 'Rights' perspective and their legislative processes
- Direct intervention with the children and adolescents (Practice skill of Play Therapy, Cognitive Behaviour Therapy, Supportive Counselling etc.)
- Supportive group interventions in the institutions

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

- Case study on self
- Case study of one child[

Placements in the Field

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

- During the first term students would be placed primarily in the schools (Every Tuesday) and AGSC/CGC and also carry out their free flowing assignments related to case studies (Every Saturday). By the end of the first term they would start visiting Children's Institutions for 3 – 4 hours on a Saturday.
- During the second term students would be placed primarily in Children's Institutions (Every Tuesday) and AGSC/CGC and also carry out their free flowing assignments related to case studies (Every Saturday). The students would be briefly provided opportunity to work in schools to carry out their tasks related to career guidance.
- The placement in the CGC/AGSC will be carried out on rotation in batches on **Tuesdays** and **Fridays** afternoons as per the roster drawn out for the purpose. This placement will be carried out through the year.

Attendance Requirement

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

Reporting of Field work

- Students would get a **Log Sheet** in which they will fill up the work done in the field work agency. The agency supervisor would duly sign the log sheets.
- During the first term the students would be expected to submit **field work reports** on **every Monday**. The report would be based on 'process recording' of experiences in the field. Thereafter they would make **synthesis report** for each of the field work tasks. The synthesis report would comprise all the process recordings of a particular task along with 'Analysis'(i.e. relating field experiences to theory or Learning's) and 'Self in relation to the task'(i.e. Self growth or Feelings).
- During the Second term the students would be only submitting Synthesis reports. However, for the purpose of supervision they will be required to make fieldwork diaries.
- The Synthesis reports would be the basis of field work evaluation at the end of the programme along with Viva voice.
- The internal evaluation will be based on classroom presentations of field work tasks, observations of student's work and process recordings

Field Work Supervision

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

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

Internship

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

Evaluation Plan

A. Theory

A 1 Internal

1. Internal evaluation will be for a total of 360 marks with 40 marks for each of the nine theory papers. Internal evaluation would be based on two minor Unit Tests of 15 marks each and a Presentation of 10 marks across papers.

Term wise evaluation plan is as follows:

Subject	Paper Code	Term - I	Term - II
Child Development	EDGC101	Two minor Unit Tests and Presentation	-----
Exceptional Variations in Child Development	EDGC102	Two minor Unit Tests and Presentation	-----
Techniques of Child and Adolescents Assessment	EDGC103	Two minor Unit Tests and Presentation	-----
Child Rights and Policy	EDGC104	One minor Unit Test	One minor Unit Test and Presentation
Group Work and Community Intervention	EDGC105	One minor Unit Test and Presentation	One minor Unit Test
Family Interventions	EDGC106	One minor Unit Test	One minor Unit Test and Presentation
Interventions for Children	EDGC107	-----	Two minor Unit Tests and Presentation
Interventions for Adolescents	EDGC108	-----	Two minor Unit Tests and Presentation
Integrating Interventions	EDGC109	-----	Two minor Unit Tests and Presentation

2. Dates for Class Tests:

Term – I

- i. 10 – 16 October, 2012
- ii. 07– 13 December, 2012

Term – II

- i. 15 – 22 February, 2013
- ii. 10 – 17 April, 2013

A 2 External

The external evaluation will be carried out once at the end of the second term. The dates for Annual Examinations are **15 May, 2013 – 08 June, 2013.**

B. Fieldwork

Each paper would have a practicum that would be conducted in Schools, Children's Institution, Child Guidance Centre / Adolescent Guidance Service Centre. The students would also prepare two case studies – i) Case study of a child (any developmental stage) and ii) Case study of "Self" (Synthesis of self development workshops).

Following are the assignments:

Subject	Paper Code	Assignments	
		Term – I	Term - II
Child Development	EDGC151	<ul style="list-style-type: none"> • Micro processes of pre-school education • Developmental characteristics of child • Play activities of children across ages 	-----
Exceptional Variations in Child Development	EDGC152	Clinical Work: <ul style="list-style-type: none"> • Educational Assessment, • Personality Assessment, • Special diagnostic rating scales (CARS, Corner's etc.), • Play sessions (II level) • Spot diagnosis 	-----
Techniques of Child and Adolescents Assessment	EDGC153	Clinical work : <ul style="list-style-type: none"> • Case History • Play observation, • Adolescent Interviews, • VABS • Multiple Intelligences • Learning styles 	-----
Child Rights and Policy	EDGC154	<ul style="list-style-type: none"> • Studying School as a System • Micro process related to school mental health 	<ul style="list-style-type: none"> • Studying Children's Institutions from 'Rights' perspective

Group Work and Community Intervention	EDGC155	<ul style="list-style-type: none"> • Designing and Conducting Developmental group work with adolescents 	<ul style="list-style-type: none"> • Legislative processes of the Children's Institution
Family Interventions	EDGC156	<p>Clinical Work:</p> <ul style="list-style-type: none"> • Diagnostic workup, • Social investigations (home visit, HOME, school visit etc.) 	<p>Clinical Work:</p> <ul style="list-style-type: none"> • Parent Counselling, • Home based intervention with parents, parent training, PCIT, • Clinical case report
Interventions for Children	EDGC157	-----	<p>Clinical Work:</p> <ul style="list-style-type: none"> • Case study of the child • Direct intervention with the child (0-12years) in the clinic / institution (individual counselling, play therapy or using play techniques)
Interventions for Adolescents	EDGC158	-----	<ul style="list-style-type: none"> • Career guidance and profiling <p>Clinical Work:</p> <ul style="list-style-type: none"> • Direct intervention with the adolescents (Practice skill of cognitive behaviour therapy, supportive counselling)
Integrating Interventions	EDGC159	-----	<ul style="list-style-type: none"> • Supportive group interventions in the institutions • Case study of self

B 1 Internal Evaluation

1. Internal fieldwork evaluation would be carried out by fieldwork supervisors based on supervisory visits, fieldwork presentations and individual conference with the students. The emphasis would be in assessing the 'student's work in process'. The evaluation will be carried out at two intervals - Mid Term (at the end of first term) and End Term (at the end of second term).
2. Dates for Fieldwork Evaluation:
Mid Term Fieldwork Evaluation: Friday, 14 December, 2012
End Term Fieldwork Evaluation: Wednesday 01 May, 2013 & Thursday, 02 May, 2013

B 2 External Evaluation

External Field work evaluations will be carried out at the end of the second term as a part of annual examination. It would be based on a) Synthesis Reports of students for each of their fieldwork assignments and b) Viva by experts.