

Course Curricula

Under

SKILL DEVELOPMENT INITIATIVE SCHEME (SDIS)

Based on

Modular Employable Skills (MES)

On

COUNSELLING SKILL SECTOR

Designed in

2012

Government of India
Ministry of Labour & Employment
Directorate General of Employment & Training

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List of Members who attended the Trade Committee Meeting for Designing the Course Curriculum, Under Skill Development Initiative Scheme (SDIS) based on Modular Employable Skills (MES) in Counselling Skill Sector held on 04.10.2012 at MIND, India, Guwahati, Assam.

| Sl. No. | Name | Organization | Designation |
|----------------|------------------------|--|--------------------|
| 1 | Mr R N Bandyopadhyaya, | Regional Director , CSTARI, Kolkata, | Chairman |
| 2 | Mr L K Mukherjee | Deputy Director, CSTARI, Kolkata, | Member |
| 3 | Mr Sanjay Kumar | Deputy Director, RDAT, Kolkata, | Member |
| 4 | Ms Monalisa Goswami | Director, DECT, Guwahati | Member |
| 5 | Ms Mousumi Sen | Deputy Director, Training, DECT ,Guwahati | Member |
| 6 | Dr Alpana Mahanta | Deputy Director, DECT ,Guwahati | Member |
| 7 | Dr Sangeeta Goswami | Counselling Psychologist, President, MIND India, Guwahati | Member |
| 8 | Mr Abhijit Goswami | Life Skills Trainer, Secretary, MIND India, Guwahati | Member |
| 9 | Rev Candid Sareo | Counsellor, Vice President, MIND India, Guwahati | Member |
| 10 | Dr B J Prashantham | Director, Christian Counselling Centre (CCC), Vellore | Member |
| 11 | Ms Meena Prashantham | Associate Director , Christian Counselling Centre (CCC), Vellore | Member |
| 12 | Ms Sunita Seshadri | Child Psychologist, Deputy Director, NIPCCD, Guwahati | Member |
| 13 | Ms Meenakshi Barthakur | Psychologist , MIND India, Guwahati | Member |
| 14 | Dr Monica Chaudhry | Clinical Psychologist, MIND India, Guwahati | Member |
| 15 | Dr S K Saikia | Director, Indian Institute of Entrepreneurship (IIE) , Guwahati | Member |
| 16 | Mr Pranab Jyoti Neog | Director, Xavier's Foundation, Guwahati | Member |
| 17 | Mr J Goswami | Director, ACPL (Retired) , Technical Consultant (Industries), Guwahati | Member |
| 18 | Mr P K Borah | Deputy Director, (Admin), Directorate of Industries, Guwahati | Member |
| 19 | Mr Ved Prakash Gautam | Child Protection Officer, Assam Field Officer, UNICEF, Guwahati | Member |
| 20 | Dr Arundhuti Deka | Deputy Director, Directorate of Health Services, Govt Of Assam, Guwahati | Member |

Background:

The concept of counseling has actually been around for ages, and it reflects the need for one person to seek out help or support from another person. Counseling as a profession thus derives more from social settings. Counselling can be defined as a relationship between the client and the counsellor where the counsellor helps the clients to help themselves overcome the problem situation by using their own resources and potentialities within an environment of unconditional acceptance.

Statistics show that the rate of psychological disturbances leading to suicide, homicide, marital breakdown, alcoholism, substance dependence, adolescent adjustment problems, childhood developmental disorders, conduct disorder, depression, etc. is increasing at an alarming rate all over the world.

It is said that about 20-30 million Indians are in need of some form of mental health care. Every year 2,50,000 new cases are reported. But these figures do not include the thousands of others who may be suffering in silence without access to help. According to World Health Organisation by 2020, the emotional health of humanity is declining which is reflected in the rise of cases of depression, nervous anxiety and psychosomatic disorders in the general population.

With timely intervention and proper care, at least 60 per cent of person in need of mental health care can recover completely and at least 70 per cent can avoid chronic illness and disability. A large number of people can be helped merely by listening empathetically and actively, thus establishing a caring human interaction, which helps the individual to exploring, understand and resolve issues thereby enhancing personal growth.

There is a growing demand for counsellors in clinics/hospitals, schools, rehabilitation centres, special education centres, centres for people with challenges, geriatric centres, vocational/career guidance programmes, nursing profession, hospitality industry, adoption agencies, family counselling clinics, remand homes, helpline services like mental health help line, child helpline, HIV/AIDS patients counselling centres, half way homes, trauma counselling for victims suffering from ethnic violence, bomb blasts and other unnatural and natural disasters, support groups for alcoholics/drugs and other substance users, community-based mental health programmes, corporate etc.

As can be seen counselling is an emerging field and its importance is gradually being felt in all walks of life. In the Indian context, however, trained professionals are few and far between. Moreover, the services provided are mostly in the urban centres which at times are beyond the affordable reach of the common man as well as organisations working at the grass root level as most of these counsellors are highly qualified persons holding at least masters or doctoral degree with 3 to 6 years of academic pursuit.

It has been observed that people with the appropriate attitude who has a fair knowledge of human relations and skills of counselling are best suited for the job. The technicality lies in screening the candidates thoroughly, the criteria being the emotional maturity level of the candidate.

It is to be noted that the market demand is for affordable job seekers who are also capable and are equipped with the appropriate skills and applied practical knowledge of counselling. To meet this demand there are very few training institutions which offer short term intensive practical oriented programmes.

Understanding the necessity of quality counselling services and psychological intervention that is required throughout the length and breadth of the North Eastern region, MIND India has not only been actively involved in providing these much needed services, but has also been the first institution to introduce a certificate course in psychological counselling in the entire region.

The course mooted by MIND India is perfectly suited to meet this demand as it emphasizes on practical, experiential training which provides the trainees with the skills and confidence required in the field. Thus approval under the “Modular employable Skills (MES)” under DGET would be a boon for many a job seeker who would like to offer their services as counsellors as well as for organizations who are looking around for affordable personnel.

After completion of this programme the trainees may find gainful employment at a multi sectoral level covering all governmental, non-governmental and private organizations involved in education, healthcare, human resource development , capacity building etc. in both urban as well as rural settings.

Age of Participants:

The minimum age limit for persons to take part in the scheme is 16 years but there is no upper age limit

The key features of the new framework for skill development are:

- Demand driven short term training course based on modular employable skills decided in consultation with industries, MNCs and other organizations dealing with human relations.
- Flexible delivery mechanism (part, weekends, full time)
- Different levels of programmes (foundation level as well as skill up gradation) to meet demands of various target groups
- Central Government will facilitate and promote training while vocational training (VT) providers under the Govt. and Private Sector will provide the training.
- Optimum utilization of existing infrastructure to make training cost effective.
- Testing & certification of prior learning (skills of persons acquired informally)

The Short Term course would be based on “Modular employable Skills (MES)”

The concept of the MES is:

- Identification of minimum skills set which is sufficient to get an employment in the Labour market.
- It allows skills up gradation, multi-skilling, multi entry and exit, vertical mobility and lifelong learning opportunities in a flexible manner.
- It also allows recognition of prior learning (certification of skills acquired informally) effectively
- The modules in a sector when grouped together could lead to a qualification equivalent to National Trade Certificate or higher
- Courses could be available from level 1 to level 3 in different vocations depending upon the need of the employer organizations.
- MES would benefit different target groups like:
 - Workers seeking certification of their skills acquired informally
 - Workers seeking skill up gradation
 - Early school drop-outs and unemployed
 - Previously child labour and their family

Curriculum Development Process:

Following procedure is used for developing course curricula

- Identification of employable Skills set in a sector based on division of work in the Labour market.
- Development of training modules corresponding to skills set identified so as to provide training for specific and fit for purpose.

- Organisation of modules into a Course Matrix indicating vertical and horizontal mobility. The course matrix depicts pictorially relation among various modules, pre requisites for higher level modules and how one can progress from one level to another.
- Development of detailed curriculum and vetting by a trade committee and by the NCVT (Close involvement of employers' organizations, State Government, experts, Vocational Training Providers and other stakeholders is ensured in each stage)

Development of Core Competencies as Counsellors:

Certified counsellors will be able to perform basic assessment and technically limited psychological interventions with a range of people, aiming at enhancing personal and professional functioning in a variety of context including school, work, family and community. More specifically, the certified counsellor will be able to work in the following practice areas as:

- Assistant counsellors working as community Mental Health/ Grassroots level Counsellors
- Positive Health Care & Well being Counsellors
- Corporate Counsellor
- Career Counsellor
- School Counsellor
- Child & Adolescent Counsellor
- HIV & AIDS Counsellor
- Trauma & Disaster Management Counsellor
- Marriage and Family Counsellor
- Tele Counsellor

Program Description:

The program offers a unique combination of didactic and practical training, including classroom exercises and intensively supervised on-site practicum.

The core competencies focuses on the knowledge, skills, and attitudes needed by all counsellors:

- Create awareness about mental health related issues and developmental disabilities.
- Develop knowledge on counselling skills
- Develop effective communication and interpersonal skills
- Self-management
- Creative thinking, problem solving and decision making
- Develop appropriate referral skills
- Screen for mental health related issues in children and adults
- Conduct group psycho-social education
- Psychological intervention planning (for individuals, couples, groups, communities, and organisations)

Duration of the programme:

Time taken to gain the qualification will vary according to the pathway taken and will be kept very flexible for persons with different backgrounds and experience. Duration has been prescribed in hours in the curriculum of the individual module, which are based on the content and requirements of a MES Module. However, some persons may take more time than the prescribed time. They should be provided reasonable time to complete the course.

Pathways to acquire qualification:

- Access to the qualification could be through
- An approved training programme

Methodology:

The training methods to be used should be appropriate to the development of competencies. The focus of the programme is on "performing" and not on "knowing". Lectures will be restricted to the

minimum necessary and emphasis to be given for learning through active participation and involvement.

The training methods will be individual centric to make each person a competent one. Opportunities for individual work will be provided on individual basis.

Demonstrations using different models, audio – visual aids and equipment will be used intensively.

The process of training to be followed in the Certificate Course on Counselling Skills is stated below:

Step I: Rapport Building & Understanding the Client:

Step II: Clarification and Gathering Further Information from the Client:

Step III: Deepen Understanding

Step IV: Using Specific Therapies to resolve issues

Step V: Discussion of action plan

Step VI: Follow up

Instructional Media Packages:

Assessment:

DGE&T will appoint assessing bodies to assess the competencies of the trained persons. The assessing body will be an independent agency, which will not be involved in conducting the training programme. This, in turn, will ensure quality of training and credibility of the scheme. Keeping in view, the target of providing training/ testing of one million persons throughout the country and to avoid monopoly, more than one assessing bodies will be appointed for a sector or an area.

Certificate:

Successful persons will be awarded competency based certificates issued by National Council for Vocational Training (NCVT)

COURSE MATRIX

LEVEL – II

Module No –I: Positive Health & Well being Counsellor

Module No –II: Child & Adolescent Counsellor

Module No –III: Family & Marriage Counsellor

Module No –IV: Career & Guidance Counsellor

Module No –V: HIV & AIDS Counsellor

Module No –VI: Tele Counsellor

Module No –VII: Trauma & Disaster Management Counsellor

Module No –VIII: Corporate Counsellor

LEVEL – I

Module No – I: Assistant Counsellor

Level – I
Module No. I

| | | |
|---------------------------------------|---|--------------------------------|
| 1. Name of the Module | : | Assistant Counselor |
| 2. Sector | : | Counseling Skills |
| 3. Code | : | CSK 101 |
| 4. Minimum. Entry Qualification : | | 10 th class passed |
| 5. Minimum Age | : | 16 Years |
| 6. Duration | : | 200 hours |
| 7. Space | : | 60 Sq mtr(Max. Length- 10 mtr) |
| 8. Power norms | : | 1.5 Kw |
| 9. Qualification of the Instructors : | | MA in Psychology/ Education |

Terminal competency: After completion of the course the trainee will be able

- To understand and use the basic skills in counseling at work place and for self enhancement.
- Will be able to assist counselors in any sectors

| THEORY | PRACTICALS |
|--|--|
| <p>1. SELF ESTEEM <i>Objective: To understand the concept of self- esteem and how it is related to one's personality.</i></p> <ul style="list-style-type: none"> • To understand the concept of self esteem • To understand the difference between high and low self esteem • To understand the relationship between personality development and self esteem | <ul style="list-style-type: none"> • Use standardised checklist on self esteem to enable trainees to understand their level of self esteem • To discuss practical ways to enhance self esteem based on the scores of the checklist |
| <p>2. ENHANCING COMMUNICATION SKILLS <i>Objective: To understand the concept and skills of effective communication</i></p> <ul style="list-style-type: none"> • To understand the difference between verbal and non-verbal communication • To understand expressive and receptive skills | <ul style="list-style-type: none"> • Use standardised checklist on listening skills and understanding communication skills. • Role play on communication and listening |
| <p>3. INTERPERSONAL RELATIONSHIP SKILLS <i>Objective: To develop and understand the concept and skills of interpersonal relationship</i></p> <ul style="list-style-type: none"> • How to establish effective interpersonal relationship • The influence of interpersonal relationship at home and in the work place | <ul style="list-style-type: none"> • Use standardised checklist on interpersonal relationship. • Discussion on establishing effective interpersonal relationship. |
| <p>4. INTRODUCTION TO COUNSELLING <i>Objective: To understand the definition and background of counselling</i></p> <ul style="list-style-type: none"> • Definition of counselling • Background of counselling • Do's and don'ts of counselling | <ul style="list-style-type: none"> • Class practice: Get the group to form a circle. Make two trainees sit in the centre and practice the do's and don'ts of counseling through role play. |
| <p>5. AIMS OF COUNSELLING <i>Objective: To understand the aim of counselling</i></p> <ul style="list-style-type: none"> • How to provide information in regard to self and career • To provide emotional support | <ul style="list-style-type: none"> • Class practice: Get the group to form a circle. Make two trainees sit in the centre and practice the techniques on how to disseminate information and help the client to resolve conflicts and enhance personal growth |

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| <ul style="list-style-type: none"> • to promote insight to self • to resolve conflicts • to assist decision making and to resolve problems | |
| <p>6. ATTRIBUTES OF EFFECTIVE COUNSELLOR <i>Objective: To promote the attributes or qualities of an effective counselor</i></p> <ul style="list-style-type: none"> • what are the qualities of an effective counsellor • How to develop these qualities | <ul style="list-style-type: none"> • Class discussion on the different qualities of a counsellor and why it is important for client – counsellor relationship |
| <p>7. THEORIES AND BACKGROUND OF COUNSELLING <i>Objective: To understand the history & background of counselling</i></p> <ul style="list-style-type: none"> • To understand the history and background of Counselling • To understand the theories of counselling propounded by various psychologists • Discussion on the history of counselling and the emergence of counselling in India. | <ul style="list-style-type: none"> • Brainstorming on the theories propounded by different psychologists. • Discuss case studies and what theories were in the process of counselling |
| <p>8. UNDERSTANDING THERAPEUTIC RELATIONSHIP & ROLE OF THE COUNSELLOR <i>Objective: To understand the therapeutic relationship and the role of counsellor</i></p> <ul style="list-style-type: none"> • To understand the counsellor –counseee relationship • To understand the role of a counsellor • Criteria of an effective counsellor • To understand the counsellor – counseee contract • To understand the need and importance of maintaining ethics in counselling. | <ul style="list-style-type: none"> • Brainstorm on the role of a counsellor • Discussion on the criteria of an effective counsellor • Writing a counsellor – counseee contract • Discussion on the ethics of counselling |
| <p>9. UNDERSTANDING THE PROCESS OF COUNSELLING <i>Objective: To understand the process of counselling</i></p> <ul style="list-style-type: none"> • To understand the process of counselling • To understand the basic principles of counselling | <ul style="list-style-type: none"> • To brainstorm on the basic principles of counselling |
| <p>10. UNCONDITIONAL POSITIVE REGARD <i>Objective: To understand unconditional positive regard for the client</i></p> <ul style="list-style-type: none"> • How to express unconditional positive regard • Difference between positive and negative unconditional regard | <ul style="list-style-type: none"> • Class practice: Get the group to form a circle. Ask them to express one unconditional positive and negative regard. • Ask them how they feel when they are given unconditional positive and negative strokes |
| <p>11. LEVELS OF COUNSELLING <i>Objective: To understand the different levels of counselling</i></p> <ul style="list-style-type: none"> • Informal Counselling • Professional Counselling | <ul style="list-style-type: none"> • To discuss the harmful effects of informal counselling by sharing case studies |
| <p>12. TYPES OF COUNSELLING <i>Objective: To understand the different types of counselling</i></p> <ul style="list-style-type: none"> • To understand the different types of counselling like individual, group, health care & well being counselling, HIV & AIDS, career & guidance, trauma & disaster Management, child & adolescent, tele | <ul style="list-style-type: none"> • To sharing case studies to understand the different types of counselling |

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| counselling, family & marriage, corporate counselling | |
| 13. ATTENDING SKILLS Objective: To develop attending skills <ul style="list-style-type: none"> How to attend to the client Do's and Don'ts of attending | <ul style="list-style-type: none"> Class practice: Practice sitting arrangement in a clinic setting Practice SOLER S –Sit squarely O- Open body language L- Lean forward E- Eye contact R- Relaxed posture |
| 14. THE ART OF LISTENING Objective: To develop the art of effective listening concept of effective communication <ul style="list-style-type: none"> What is active listening Difference between hearing and listening Do's and don'ts of effective listening | <ul style="list-style-type: none"> Class practice: Practice listening skills so that the trainee can understand between hearing and listening |
| 15. SKILLS OF EMPATHY Objective: To develop the skills of empathy. <ul style="list-style-type: none"> To understand what is empathy Difference between empathy and sympathy Poor substitutes for empathy Tactics for empathy in communication | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees sit in the centre One will act as counsellor and the other as counsellee Ask the counsellor to give empathetic response to the counsellee's statements The rest of the group can then give feedback on the session |
| 16. UNDERSTANDING THE SKILLS OF PROBING Objective: To develop the skills of probing. <ul style="list-style-type: none"> To understand what is probe How to probe Types of probing Some principles in probing | <ul style="list-style-type: none"> Class practice: Get the group to divide in twos. Ask them to find out the different types of probe using who, what, when, where, why and how |
| 17. UNDERSTANDING THE SKILLS OF CHALLENGING Objective: To develop the skills of challenging <ul style="list-style-type: none"> To understand the goal of challenging/ or confrontation How to challenge/clarify/confront Some principles in probing | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees sit in the centre One will act as counsellor and the other as counsellee Ask the counsellor to provide challenge/confront the counsellee's statements The rest of the group can then give feedback on the session |
| 18. UNDERSTANDING THE SKILLS OF IMMEDIACY Objective: To develop the skills of immediacy <ul style="list-style-type: none"> To understand what is immediacy To understand when to use immediacy appropriately during the session | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees sit in the centre One will act as counsellor and the other as counsellee Ask the counsellor to express immediacy The rest of the group can then give feedback on the session |
| 19. GOAL SETTING & ACTION PLAN Objective: to understand how to set personal and professional goals and frame an action plan accordingly. <ul style="list-style-type: none"> To understand the concept of goal setting with the help of force field analysis and crave | <ul style="list-style-type: none"> Do the exercise on force field analysis, crave or SWOT analysis whichever is available |
| 20. UNDERSTANDING THE SKILLS OF SUMMARISING Objective: to develop the skills of summarising as per Egan's model of counselling <ul style="list-style-type: none"> To understand the goal of summarizing | <ul style="list-style-type: none"> Get the group to form a circle. Make two trainees sit in the centre One will act as counsellor and the other as counsellee Ask the counsellee to say a few statements as a client |

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| <ul style="list-style-type: none"> • Some principles in summarizing • Feedback principles | <ul style="list-style-type: none"> • Now, ask the counsellor to do summarise the whole session after the statements are said by the counsellee • The rest of the group can then give feedback on the session |
| <p>21. TOOLS AND TECHNIQUES OF COUNSELLING</p> <p><i>Objective: To develop the tools and techniques of counselling.</i></p> <ul style="list-style-type: none"> • To understand the need and importance of tools and techniques of counselling. • To understand when to use the appropriate technique. | <ul style="list-style-type: none"> • Class practice: Practice session on the different techniques used in counselling in pairs |
| <p>22. UNDERSTANDING THE SKILLS OF REFERRAL AND TERMINATION</p> <p><i>Objective: Understanding the skills referral and termination</i></p> <ul style="list-style-type: none"> • To understand the goal of referral and termination • Principles of referral • General guidelines for referral to mental health professionals and other professionals. • Principles of termination | <ul style="list-style-type: none"> • Discussion on the guidelines on referral and networking |
| <p>23. TIME MANAGEMENT</p> <p><i>Objective: To understand the concept of time management.</i></p> <ul style="list-style-type: none"> • To understand the various ways individuals structure time in daily life. | <ul style="list-style-type: none"> • Discussion on how to improve time management. |
| <p>24. UNDERSTANDING TRANSACTIONAL ANALYSIS</p> <p><i>Objective: To understand the concept of Transactional Analysis as propounded by Eric Berne to enhance personality development</i></p> <ul style="list-style-type: none"> • To understand the concepts of Ego states, Strokes and Life position | <ul style="list-style-type: none"> • Class practice: To practice the concept of the different ego states, life position and strokes to understand self and others. |
| <p>25. GROUP COUNSELLING & GROUP DYNAMICS</p> <p><i>Objective: To understand the concept of group counselling and group dynamics.</i></p> <ul style="list-style-type: none"> • To understand the various ways people behave in a group. • To understand the techniques of group counselling. | <ul style="list-style-type: none"> • Class practice: Form a circle • Practice session on the various techniques of group counselling. • Discussion on when and how to use group counselling as part of therapy. |
| <p>26. COUNSELLING AS A TOOL FOR SOCIAL WORKER</p> <p><i>Objective: To understand how counselling can act as a means to social change.</i></p> <ul style="list-style-type: none"> • To understand the need and importance of counselling as a change agent for social workers. | <ul style="list-style-type: none"> • Discussion on how a counsellor can act a change agent. |
| <p>27. ADVOCACY OF COMMUNITY MENTAL HEALTH</p> <p><i>Objective: To understand the meaning of community mental health.</i></p> <ul style="list-style-type: none"> • To understand the need and importance of advocacy of community mental health. • To understand the importance of counselling for holistic health of the community. | <ul style="list-style-type: none"> • Discussion on the role of the different members of the community as contributing factors in enhancing the quality of mental health of the community. |

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| <p>28. ENHANCING CRITICAL & CREATIVE THINKING <i>Objective: To understand the meaning of critical and creative thinking.</i></p> <ul style="list-style-type: none"> To understand the need and importance of critical and creative thinking. To understand the influence of creativity at workplace. | <ul style="list-style-type: none"> Exercise on creative thinking and brainstorming. |
| <p>29. MENTAL HEALTH OF THE HELPING PERSON <i>Objective: To understand the mental health and the need to have positive mental health</i></p> <ul style="list-style-type: none"> To understand the need and importance of positive mental health. To understand how the counsellor or any other helping persons can enhance and maintain positive mental health. | <ul style="list-style-type: none"> Discussion on the effect of negative thought and how to enhance positive mental health of oneself. |
| <p>30. PERSONAL GROWTH <i>Objective: To understand how to resolve personal issues to enhance holistic health</i></p> <ul style="list-style-type: none"> To understand how to resolve personal issues with the help of supervisors. To learn how to have continuous personal growth even after completion of the course. | <ul style="list-style-type: none"> Use of exercise and checklist to enhance personal growth. |
| <p>31. VISIT TO A COUNSELLOR <i>Objective: To understand the work of a counsellor.</i></p> <ul style="list-style-type: none"> To understand the work of a counsellor The challenges of being a counsellor How a counsellor works in a clinical setting | <ul style="list-style-type: none"> Field visit to meet a counsellor |
| <p>32. CASE STUDY <i>Objective: To understand meaning of case study and how to write a case study</i></p> <ul style="list-style-type: none"> To understand what is case study How a counsellor develops a case study Format to write case study | <ul style="list-style-type: none"> Use of CD/ movie clips for case discussion to understand the real life situation and how different issues are resolved To practice writing case studies |
| <p>33. COUNSELLING SKILLS PRACTICE <i>Objective: To practice counselling skills under supervision</i></p> <ul style="list-style-type: none"> To sharpen one's counselling skills under the supervision of supervisors. | <ul style="list-style-type: none"> Counselling skills practice in classroom in presence of instructor. |
| <p>34. PEER GROUP COUNSELLING <i>Objective: To practice counselling skills with peers</i></p> <ul style="list-style-type: none"> To enhance and sharpen one's counselling skills with peers. | <ul style="list-style-type: none"> Counselling skills practice with peers in classroom in / without presence of instructor and discussion thereon. |
| <p>35. FIELD VISIT <i>Objective: To understand the ground realities in counselling and to learn how to network in future</i></p> <ul style="list-style-type: none"> To understand the work of different organisations in the field. To understand when and to whom to refer and network for professional collaboration | <ul style="list-style-type: none"> Field visits to various institutions and organisation working in mental health. |
| <p>36. PERSONAL GROWTH <i>Objective: To ventilate about self for personal growth</i></p> <ul style="list-style-type: none"> To become more aware about self through sharing of feelings to enhance personal growth | <ul style="list-style-type: none"> To practice sharing of feelings |
| <p>37. CLINICAL SUPERVISION <i>Objective: To understand the progress of counselling</i></p> | <ul style="list-style-type: none"> Individual supervision by the faculties of all practical work submitted by the trainees |

skills practice under supervision of faculties.

- To understand the level of improvement through individual supervision of the practical work by the faculties.

Methodology:

Above practices may be imparted to the trainees by using movie clips, CD, games, examples, stories, role play, exercises, case studies, brain storming, homework assignments and audio visual aids

List of machines & equipment for a batch of 20

- | | |
|---|----------------------|
| 1. P. C latest configuration with multimedia facility | 1 |
| 2. UPS 0.5 KVA to 1 KVA | 1 |
| 3. Laser Printer | 1 |
| 4. Operating and Application software | MS Office XP Package |
| 5. Internet Connection | 1 |
| 6. Projection Screen | 1 |
| 7. LCD Projector | 1 |
| 8. White Board | 1 |

Level – II

Module No. I

1. Name of the Module : Positive Health & Well Being Counselor
2. Sector : Counseling Skills
3. Code : CSK 202
4. Minimum. Entry Qualification : 10th class pass + completed CSK101
5. Minimum Age : 16 Years
6. Duration : 100 hours
7. Space : 60 Sq. mtr.(Max. Length- 10 mtr)
8. Power norms : 1.5 Kw
9. Qualification of the Instructors : MA in Psychology/ Education

Terminal competency: After completion of the course the trainee will be able

- To work as assistant counselors in spa and health resorts, health care counselors, grass - root community.

| THEORY | PRACTICAL |
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| <p>1. UNDERSTANDING SELF <i>Objective: To develop the skills of understanding self</i></p> <ul style="list-style-type: none">• To develop the physical, social and mental aspects of a person• To understand one's strengths and weaknesses | <ul style="list-style-type: none">• Use standardized checklist of understanding self |
| <p>2. SELF ESTEEM <i>Objective: To understand the concept of self- esteem and how it is related to one's personality.</i></p> <ul style="list-style-type: none">• To understand the concept of self esteem• To understand the difference between high and low self esteem• To understand the relationship between personality development and self esteem | <ul style="list-style-type: none">• Use standardised checklist on self esteem so that the trainee can understand their level of self esteem• To discuss practical ways to enhance self esteem based on the scores of the checklist |
| <p>3. POSITIVE MENTAL HEALTH <i>Objective: To understand the concept of positive mental health</i></p> <ul style="list-style-type: none">• To understand the meaning of positive mental health• To understand the difference between mental health, mental well being and mental health improvement | <ul style="list-style-type: none">• Use standardised checklist on mental health |
| <p>4. BARRIERS TO POSITIVE MENTAL HEALTH <i>Objective: To understand the different barriers to positive mental health</i></p> <ul style="list-style-type: none">• To understand the barriers to positive mental health and ways to remove it | <ul style="list-style-type: none">• To discuss ways to remove barriers in positive mental health |
| <p>5. UNDERSTANDING HEALTH FROM THE INDIAN CONTEXT <i>Objective: To understand the concept of health from the Indian perspective</i></p> <ul style="list-style-type: none">• To understand the meaning of Gunas, Dosha, Body types, Personality type and how it influences health | <ul style="list-style-type: none">• Discussion on health from the Indian context and how one can improve health |

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| <p>6. PSYCHOLOGICAL ASPECT OF WELL BEING <i>Objective: To understand the psychological aspect of well being</i></p> <ul style="list-style-type: none"> To understand how to develop self acceptance, personal growth, purpose in life, goal setting and have Positive relations with others | <ul style="list-style-type: none"> Brain storming on the various aspects of psychological well being |
| <p>7. SPIRITUAL WELL BEING <i>Objective: To understand the spiritual aspect of well being</i></p> <ul style="list-style-type: none"> To understand the concepts and skills of Reiki, Yoga, Art of living etc. | <ul style="list-style-type: none"> To practice the different skills related the various concepts taught |
| <p>8. PERSONALITY DEVELOPMENT <i>Objective: To understand the personality developmental of a person</i></p> <ul style="list-style-type: none"> To understand how personality is developed To understand the different theories of personality To understand the difference between type and trait personality | <ul style="list-style-type: none"> To present paper on the psycho – social aspects of personality according to psychologist Erik Erikson at different age groups. |
| <p>9. UNDERSTANDING DIFFERENT MENTAL DISORDERS IN ADULTS. (NEUROSIS & PSYCHOSIS) <i>Objective: To understand the concept of different mental disorders in adults.</i></p> <ul style="list-style-type: none"> To understand the different mental disorders that may occur in adults. To understand the difference between neurosis and psychosis. | <ul style="list-style-type: none"> Discussion on the different neurosis and psychosis and ways to identify them with the help of understanding the different symptoms. |
| <p>10. INTERVENTIONS IN MENATL ILLNESS <i>Objective: To understand different types of interventions in mental illness</i></p> <ul style="list-style-type: none"> To understand the different types of intervention in mental illness: primary, secondary, tertiary | <ul style="list-style-type: none"> To find out the difference between primary, secondary and tertiary intervention |
| <p>11. COUNSELLING THE SUBSTANCE DEPENDENT AND ALCOHOLICS <i>Objective: To understand the concept of substance and alcohol abuse.</i></p> <ul style="list-style-type: none"> To understand the different substance and alcohol abuse To understand the management and techniques of counselling substance and alcohol dependents. | <ul style="list-style-type: none"> Practice session on the various techniques of individual and group counselling substance and alcohol dependents. |
| <p>12. EMOTIONAL INTELLIGENCE <i>Objective: Understanding the concept of emotional intelligence</i></p> <ul style="list-style-type: none"> To understand the concept of emotional intelligence and its different aspects. | <ul style="list-style-type: none"> Discussion on how to enhance the different aspects of emotional intelligence to understand self and others. Checklist on assessment one’s level of emotional intelligence |
| <p>13. SPECIFIC TECHNIQUES IN GRIEF COUNSELLING <i>Objective: To develop specific skills in grief counselling</i></p> <ul style="list-style-type: none"> To understand the principles of grief counselling To understand and develop skills in grief counselling | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees do role play on grief counselling |

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| <p>14. SPECIFIC TECHNIQUES IN GERIATRIC COUNSELLING Objective: To develop specific skills in geriatric counselling</p> <ul style="list-style-type: none"> To understand the principles of geriatric counselling To understand and develop skills in geriatric counselling | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees do role play on geriatric counselling |
| <p>15. MANAGING ANGER Objective: To develop techniques to manage anger</p> <ul style="list-style-type: none"> To understand the harmful effects of anger To understand the different techniques to reduce anger How anger can be used constructively | <ul style="list-style-type: none"> Role play on the different techniques of managing anger |
| <p>16. STRESS MANAGEMENT & BURNOUT Objective: To understand the meaning of stress and burn out and management of the stress.</p> <ul style="list-style-type: none"> To understand the need and importance of stress management. To understand the meaning of burn out To understand the techniques used to enhance the capacity of self to manage stress effectively. | <ul style="list-style-type: none"> Practice session on the different techniques used in stress management. Discussion on the effect of burn out and management of the same. |
| <p>17. CALMING DOWN Objective: To develop skills of relaxation</p> <ul style="list-style-type: none"> To understand the importance of calming down To learn techniques of relaxation | <ul style="list-style-type: none"> Class practice: To learn relaxation techniques and practice it |
| <p>18. GROUP GUIDANCE Objective: To understand the need and importance of group guidance</p> <ul style="list-style-type: none"> To learn how and when to conduct group guidance To understand the use of class talk, seminars, hobby clubs, audio visual aids for group guidance | <p>Assignment on conducting group guidance class for students</p> |
| <p>19. COUNSELLING THE SUICIDAL Objective: To understand the concept counselling the suicidal.</p> <ul style="list-style-type: none"> To understand the concept of suicide, the various techniques and the mental state of the suicidal person. To understand the need and importance of counselling the suicidal especially the youth. To understand the techniques used to help the suicidal person. | <ul style="list-style-type: none"> Practice session on the various techniques used in understanding the suicidal and help the person to overcome the same. |
| <p>20. CONFLICT MANAGEMENT Objective: To understand the concept conflict management.</p> <ul style="list-style-type: none"> To understand the need and importance of resolving conflict and its influence at workplace and home. To understand the techniques used to enhance the capacity of self to manage conflicts effectively. | <ul style="list-style-type: none"> Checklist to evaluate the self on the various techniques of conflict management. |
| <p>21. COUNSELLING THE SUBSTANCE DEPENDENT AND ALCOHOLICS Objective: To understand the concept of substance</p> | <ul style="list-style-type: none"> Practice session on the various techniques of individual and group counselling substance and alcohol dependents. |

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| <p><i>and alcohol abuse.</i></p> <ul style="list-style-type: none"> To understand the different substance and alcohol abuse To understand the management and techniques of counselling substance and alcohol dependents. | |
| <p>22. MENTAL HEALTH OF THE HELPING PERSON <i>Objective: To understand the mental health and the need to have positive mental health</i></p> <ul style="list-style-type: none"> To understand the need and importance of positive mental health. To understand how the counsellor or any other helping persons can enhance and maintain positive mental health. | <ul style="list-style-type: none"> Discussion on the effect of negative thought and how to enhance positive mental health of oneself. |
| <p>23. CASE STUDY <i>Objective: To understand meaning of case study and how to write a case study</i></p> <ul style="list-style-type: none"> To understand what is case study How a counsellor develops a case study Format to write case study | <ul style="list-style-type: none"> Use of CD/ movie clips for case discussion to understand the real life situation and how different issues are resolved To practice writing case studies |
| <p>24. HOSPITAL VISIT <i>Objective: To understand how to link theory to practice by interacting with patients.</i></p> <ul style="list-style-type: none"> To understand knowledge transfer by putting theory to practice. | <ul style="list-style-type: none"> Hospital visits to interact with patients and use the skills of counselling. Written document on the interaction as verbatim. |
| <p>25. FIELD TRAINING <i>Objective: To understand how to work in an organisation</i></p> <ul style="list-style-type: none"> To understand work done in the field level. To understand when and to whom to refer and network for professional collaboration | <ul style="list-style-type: none"> Training with an organisation or an institute to transfer theory to practice. |
| <p>26. PSYCHIATRY DEPTT (VISIT) <i>Objective: To understand the working of a psychiatry department and to management of mentally ill patients</i></p> <ul style="list-style-type: none"> To learn management of mentally ill patients | <ul style="list-style-type: none"> To visit Psychiatry Department Written document on the interaction as verbatim after the visit. |
| <p>27. PAPER PRESENTATION <i>Objective: To develop the skills of presentation</i></p> <ul style="list-style-type: none"> To understand the process of preparation and presentation of a topic. | <ul style="list-style-type: none"> Practice on use of power point presentation and delivery of a session on a particular topic |
| <p>28. PERSONAL GROWTH <i>Objective: To ventilate about self for personal growth</i></p> <ul style="list-style-type: none"> To become more aware about self through sharing of feelings to enhance personal growth | <ul style="list-style-type: none"> To practice sharing of feelings |
| <p>29. CLINICAL SUPERVISION <i>Objective: To understand the progress of counselling skills practice under supervision of faculties.</i></p> <ul style="list-style-type: none"> To understand the level of improvement through individual supervision of the practical work by the faculties. | <ul style="list-style-type: none"> Individual supervision by the faculties of all practical work submitted by the trainees |

Methodology:

Above practices may be imparted to the trainees by using movie clips, CD, games, examples, stories, role play, exercises, case studies, brain storming, homework assignments and audio visual aids

List of machines & equipment for a batch of 20

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|---|----------------------|
| 1. P. C latest configuration with multimedia facility | 1 |
| 2. UPS 0.5 KVA to 1 KVA | 1 |
| 3. Laser Printer | 1 |
| 4. Operating and Application software | MS Office XP Package |
| 5. Internet Connection | 1 |
| 6. Projection Screen | 1 |
| 7. LCD Projector | 1 |
| 8. White Board | 1 |

Level – II
Module No. II

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| 1. Name of the Module | : | Child & Adolescent Counselor |
| 2. Sector | : | Counseling Skills |
| 3. Code | : | CSK203 |
| 4. Minimum. Entry Qualification | : | 10th class pass + CSK101 |
| 5. Minimum Age | : | 16 Years |
| 6. Duration | : | 100 hours |
| 7. Space | : | 60 Sq mtr(Max. Length- 10 mtr) |
| 8. Power norms | : | 1.5 Kw |
| 9. Qualification of the Instructors | : | MA in Psychology/ Education |

Terminal competency: After completion of the course the trainee will be able

- To work as assistant counselor in school, non-government organization working with children, functionaries in child care institutions.

| THEORY | PRACTICAL |
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| <p>1. UNDERSTANDING THE DIFFERENT NEEDS OF CHILDREN <i>Objective: To understand needs of children</i></p> <ul style="list-style-type: none"> • To understand primary and secondary needs of children • Rights of children • Role of parents/ caregivers in fulfilling these needs • Consequences of not meeting these needs | <ul style="list-style-type: none"> • Discussion on the different needs of children and how to identify them |
| <p>2. DEVELOPMENT OF CHILDREN <i>Objective: To understand the developmental areas of children</i></p> <ul style="list-style-type: none"> • To understand physical development of children • To understand social development of children • To understand mental development of children | <ul style="list-style-type: none"> • Discussion on the development of children as described by different developmental psychologist. |
| <p>3. PERSONALITY DEVELOPMENT <i>Objective: To understand the personality developmental of a person</i></p> <ul style="list-style-type: none"> • To understand how personality is developed • To understand the different theories of personality • To understand the difference between type and trait personality | <ul style="list-style-type: none"> • To present paper on the psycho – social aspects of personality according to psychologist Erik Erikson at different age groups. |
| <p>4. MANAGING ANGER <i>Objective: To develop techniques to manage anger</i></p> <ul style="list-style-type: none"> • To understand the harmful effects of anger • To understand the different techniques to reduce anger • How anger can be used constructively | <ul style="list-style-type: none"> • Role play on the different techniques of managing anger |

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| <p>5. POSITIVE ATTITUDE Objective: To develop positive attitude</p> <ul style="list-style-type: none"> • Meaning of positive attitude • To develop positive attitude towards self • To develop positive attitude towards others. | <ul style="list-style-type: none"> • Get the group to form a circle. Discuss on how positive attitude can become part of daily living. |
| <p>6. TIME MANAGEMENT Objective: To develop sense of time and skills of time management</p> <ul style="list-style-type: none"> • Why is time management important • To develop skills of time management | <ul style="list-style-type: none"> • Get the group to draw up a time table for themselves keeping in mind the various day to day activities and tasks of the person. |
| <p>7. DEVELOPMENTAL PROBLEMS IN CHILDREN Objective: To understand the concept developmental problems in children.</p> <ul style="list-style-type: none"> • To understand the concept of developmental problems in children. • To understand the need and importance of counselling the parents and care givers in managing children with developmental problems. • To understand the techniques used to help children with developmental disorders (DD). | <ul style="list-style-type: none"> • Practice session on identification and various techniques used in managing developmental disorders in children. • Practice session on the various techniques to be taught to parents, teachers and care givers in managing children with DD at home and in school |
| <p>8. DIFFERENT DISABILITIES IN CHILDREN Objective: To understand the different developmental delays in children</p> <ul style="list-style-type: none"> • To understand the meaning of different disabilities • To understand the causes of different disabilities like Locomotors, Visual, Hearing, Speech disability, Mental retardation • To learn the techniques of handling the different disabilities | <ul style="list-style-type: none"> • Get the group to use the techniques of managing the different disabilities • To visit institutions handling different disabilities to understand the techniques used |
| <p>9. MENTAL RETARDATION IN CHILDREN Objective: To understand the concept of mental retardation</p> <ul style="list-style-type: none"> • To understand the causes, signs and symptoms of mental retardation • To learn the techniques of handling mental retardation | <ul style="list-style-type: none"> • Get the group to use the techniques of managing children with mental retardation • To visit institutions handling children with mental retardation |
| <p>10. LEARNING DISABILITIES IN CHILDREN Objective: To understand the concept of learning disabilities(LD)</p> <ul style="list-style-type: none"> • To understand the causes, signs and symptoms of Learning disabilities • To understand the different types of learning disabilities • To learn the techniques of handling children with Learning disabilities • How to educate and support schools with learning disability children | <ul style="list-style-type: none"> • Get the group to use the techniques of managing children with learning disabilities • To visit institutions and schools handling children with learning disabilities |
| <p>11. PERVASIVE DEVELOPMENTAL DISORDERS IN CHILDREN Objective: To understand the concept and develop</p> | <ul style="list-style-type: none"> • Get the group to use the techniques of managing children with PDD • To visit institutions and schools handling |

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| <p><i>skills of managing of pervasive developmental disorders (PDD)</i></p> <ul style="list-style-type: none"> • To understand the causes, signs and symptoms of PDD • To understand the different types of PDD like Autism, Asperger's, Rett's, Childhood disintegrative disorder and PDDNOS • To learn the techniques of handling children with PDD • How to educate and support schools with PDD | <p>children with PDD</p> |
| <p>12. ATTENTION DEFICIT HYPERACTIVE DISORDERS IN CHILDREN</p> <p><i>Objective: To understand and develop skills of managing attention deficit hyperactive disorder (ADHD)</i></p> <ul style="list-style-type: none"> • To understand the causes, signs and symptoms of ADHD • To learn the techniques of handling children with ADHD • How to educate and support schools and parents with ADHD children | <ul style="list-style-type: none"> • Get the group to use the techniques of managing children with ADHD • To visit institutions and schools handling children with ADHD |
| <p>13. COMMON BEHAVIORAL PROBLEMS IN CHILDREN</p> <p><i>Objective: To understand and develop skills of managing common behavioral problems in children</i></p> <ul style="list-style-type: none"> • To understand the causes, signs and symptoms of behavioral problems • To understand the difference between skills problem and behavioral problems • To understand the different types of behavioral problems. • To learn the techniques of handling children with behavioral problems • How to educate and support schools on handling children with behavioral problems • To counsel parents with children with behavioral problems | <ul style="list-style-type: none"> • Get the group to use the techniques of managing children with behavioral problems • To practice how to conduct parenting skills workshop for parents with children having behavioral problems |
| <p>14. UNDERSTANDING ADOLESCENTS</p> <p><i>Objective: To understand adolescents and the techniques of counselling adolescents</i></p> <ul style="list-style-type: none"> • To understand the different needs of adolescents. • To understand the need and importance of counselling the youth. | <ul style="list-style-type: none"> • Gather in circle. Let two trainee be in the centre facing each other. One will be the youth and the other counsellor. Practice the various techniques used in counselling the adolescents and the youth. |
| <p>15. ANXIETY IN CHILDREN & ADOLESCENTS</p> <p><i>Objective: To understand the concept and develop skills of managing anxiety in children and adolescents</i></p> <ul style="list-style-type: none"> • To understand the causes, signs and symptoms of anxiety in children and adolescents • To understand the concept of school phobia • To learn the techniques of handling children with anxiety | <ul style="list-style-type: none"> • Get the group to use the techniques of managing children with anxiety |
| <p>16. GROUP COUNSELLING</p> <p><i>Objective: To understand the concept and develop skills of group counselling</i></p> <ul style="list-style-type: none"> • To understand the concept of group counselling | <ul style="list-style-type: none"> • Get the group to use the techniques of group counselling |

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| <p>and its uses</p> <ul style="list-style-type: none"> To develop the skills of group counselling | |
| <p>17. SUBSTANCE DEPENDENT AND ALCOHOLICS</p> <p><i>Objective: To understand the concept of substance and alcohol abuse.</i></p> <ul style="list-style-type: none"> To understand the different substance and alcohol abuse To understand the management and techniques of counselling substance and alcohol dependents. | <ul style="list-style-type: none"> Practice session on the various techniques of individual and group counselling substance and alcohol dependents. |
| <p>18. COUNSELLING THE SUICIDAL</p> <p><i>Objective: To understand the concept counselling the suicidal.</i></p> <ul style="list-style-type: none"> To understand the concept of suicide, the various techniques and the mental state of the suicidal person. To understand the need and importance of counselling the suicidal especially the youth. To understand the techniques used to help the suicidal person. | <ul style="list-style-type: none"> Practice session on the various techniques used in understanding the suicidal and help the person to overcome the same. |
| <p>19. EATING DISORDERS IN ADOLESCENTS</p> <p><i>Objective: To understand the concept counselling the suicidal.</i></p> <ul style="list-style-type: none"> To understand the concept of anorexia nervosa and bulimia To understand the need and importance of counselling the adolescents with eating disorders | <ul style="list-style-type: none"> Practice session on the various techniques used in understanding adolescents with eating disorders |
| <p>20. UNDERSTANDING DIFFERENT MENTAL DISORDERS IN CHILDREN & ADOLESCENTS. (NEUROSIS & PSYCHOSIS)</p> <p><i>Objective: To understand the concept of different mental disorders in children and adolescents.</i></p> <ul style="list-style-type: none"> To understand the different mental disorders that may occur in children and adolescents To understand the difference between neurosis and psychosis. Management of mental disorders | <ul style="list-style-type: none"> Discussion on the different neurosis and psychosis in children and adolescents and ways to treat them |
| <p>21. CBT FOR CHILDREN AND ADOLESCENTS</p> <p><i>Objective: To understand cognitive behavior therapy and how to use it with children and adolescents</i></p> <ul style="list-style-type: none"> To understand the concept of CBT To develop skills to use CBT with children | <ul style="list-style-type: none"> Practice session on CBT techniques |
| <p>22. ALTERNATIVE THERAPIES FOR CHILDREN</p> <p><i>Objective: To understand the different alternative therapies for children</i></p> <ul style="list-style-type: none"> To understand the different alternative therapies like music therapy, play therapy etc To understand when and to whom to refer and network for professional collaboration | <ul style="list-style-type: none"> Practice session on the various techniques used in music therapy, play therapy etc and how it can help to motivate children and help to enhance positive well being |
| <p>23. LIFE SKILLS TRAINING</p> <p><i>Objective: To orient on Life Skills</i></p> <ul style="list-style-type: none"> To understand the concept of Life Skills To use the methodology of using Life Skills with children and adolescents | <ul style="list-style-type: none"> Practice session on the various methods of using Life Skills |
| <p>24. CASE STUDY</p> | <ul style="list-style-type: none"> Use of CD/ movie clips for case discussion to |

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| <p>Objective: To understand meaning of case study and how to write a case study</p> <ul style="list-style-type: none"> • To understand what is case study • How a counsellor develops a case study • Format to write case study | <p>understand the real life situation and how different issues are resolved</p> <ul style="list-style-type: none"> • To practice writing case studies |
| <p>25. CLINICAL SUPERVISION</p> <p>Objective: To understand the progress of counselling skills practice under supervision of faculties.</p> <ul style="list-style-type: none"> • To understand the level of improvement through individual supervision of the practical work by the faculties. | <ul style="list-style-type: none"> • Individual supervision by the faculties of all practical work submitted by the trainees |
| <p>26. PAPER PRESENTATION</p> <p>Objective: To understand the skills of presentation</p> <ul style="list-style-type: none"> • To understand the process of preparation and presentation of a topic. | <ul style="list-style-type: none"> • Practice on use of power point presentation and delivery of a session on a particular topic |
| <p>27. FIELD TRAINING</p> <p>Objective: To understand how to work in an organization</p> <ul style="list-style-type: none"> • To understand work done in the field level. • To understand when and to whom to refer and network for professional collaboration | <ul style="list-style-type: none"> • Training with an organisation or an institute to transfer theory to practice. |

Methodology:

Above practices may be imparted to the trainees by using movie clips, CD, games, examples, stories, role play, exercises, case studies, brain storming, homework assignments and audio visual aids

List of machines & equipment for a batch of 20

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|---|----------------------|
| 1. P. C latest configuration with multimedia facility | 1 |
| 2. UPS 0.5 KVA to 1 KVA | 1 |
| 3. Laser Printer | 1 |
| 4. Operating and Application software | MS Office XP Package |
| 5. Internet Connection | 1 |
| 6. Projection Screen | 1 |
| 7. LCD Projector | 1 |
| 8. White Board | 1 |

Level – II

Module No. III

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| 1. Name of the Module | : | Family & Marriage Counselor |
| 2. Sector | : | Counseling Skills |
| 3. Code | : | CSK 204 |
| 4. Minimum. Entry Qualification | : | 10th class pass + CSK101 |
| 5. Minimum Age | : | 16 Years |
| 6. Duration | : | 100 hours |
| 7. Space | : | 60 Sq mtr(Max. Length- 10 mtr) |
| 8. Power norms | : | 1.5 Kw |
| 9. Qualification of the Instructors | : | MA in Psychology/ Education |

Terminal competency: After completion of the course the trainee will be able

- To work as family counselors in family counseling clinics and as grass - root community counselors

| THEORY | PRACTICAL |
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| <p>1. ENHANCING COMMUNICATION SKILLS <i>Objective: To understand the concept and skills of effective communication with couples and families</i></p> <ul style="list-style-type: none"> • To understand the difference between verbal and non-verbal communication • To understand expressive and receptive skills • Techniques to communicate with couples and families | <ul style="list-style-type: none"> • Use standardised checklist on listening skills and understanding communication skills. • Role play on communication and listening with couples and families |
| <p>2. STAGES OF FAMILY DEVELOPMENT <i>Objective: To understand the concept of family and stages of family development</i></p> <ul style="list-style-type: none"> • To understand what is a family? • To understand the different stages of family development | <ul style="list-style-type: none"> • Ask the trainees to practice genogram using example of their own families |
| <p>3. ROLE OF FAMILY THERAPIST <i>Objective: To understand the role of family therapist</i></p> <ul style="list-style-type: none"> • To understand what is the role and responsibilities of a family therapist • To understand the ethics in family counselling | <ul style="list-style-type: none"> • Group discussion on the ethics in family counselling |
| <p>4. ASSESSMENT IN FAMILY COUNSELLING <i>Objective: To understand how assessment is conducted in family counselling</i></p> <ul style="list-style-type: none"> • To understand what does assessment means • To understand the different types of assessment like formal, in formal, semi formal, interview | <ul style="list-style-type: none"> • Practice the assessment format sheet for assessing family counselling needs |

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| etc conducted in family counselling. | |
| <p>5. ASSESSMENT IN MARRIAGE COUNSELLING</p> <p><i>Objective: To understand how assessment is conducted in marriage counselling</i></p> <ul style="list-style-type: none"> To understand what does assessment means To understand the different types of assessment like formal, in formal, semi formal, interview etc conducted in marriage counselling | <ul style="list-style-type: none"> Practice the assessment format sheet for assessing marriage counselling needs. |
| <p>6. UNDERSTANDING FAMILY COUNSELLING</p> <p><i>Objective: To understand the concept and develop skills of family counselling</i></p> <ul style="list-style-type: none"> To understand the different techniques of family counselling | <ul style="list-style-type: none"> Circle in a group. Ask two trainees to face each other. One will be the counsellor and the other the counsellee. Practice the techniques of family counselling |
| <p>7. PROCESS OF FAMILY COUNSELLING</p> <p><i>Objective: To understand the process of family counselling</i></p> <ul style="list-style-type: none"> To understand the different process of family counselling | <ul style="list-style-type: none"> Circle in a group. Ask two trainees to face each other. One will be the counsellor and the other the counsellee. Practice the process of family counselling |
| <p>8. COPING STRATEGIES IN FAMILY COUNSELLING</p> <p><i>Objective: To understand the different coping strategies in family counselling</i></p> <ul style="list-style-type: none"> To understand the different coping strategies that can be used in family counselling | <ul style="list-style-type: none"> Circle in a group. Ask two trainees to face each other. One will be the counsellor and the other the counsellee. Practice the different coping strategies in family counselling |
| <p>9. PRE MARITAL COUNSELLING</p> <p><i>Objective: To understand the issues or factors to be addressed in pre marital counselling</i></p> <ul style="list-style-type: none"> To understand the issues to be discussed in pre marital counselling How to conduct pre marital counselling The techniques of pre marital counselling | <ul style="list-style-type: none"> Circle in a group. Ask two trainees to face each other. One will be the counsellor and the other the counsellee. Practice how to conduct pre marital counselling Practice the techniques of pre marital counselling |
| <p>10. PROCESS OF MARRIAGE COUNSELLING</p> <p><i>Objective: To understand the process of marriage counselling</i></p> <ul style="list-style-type: none"> To understand the different process of marriage counselling | <ul style="list-style-type: none"> Circle in a group. Ask two trainees to face each other. One will be the counsellor and the other the counsellee. Practice the process of marriage counselling |
| <p>11. APPROCHES IN MARRIAGE COUNSELLING</p> <p><i>Objective: To understand the different approaches in marriage counselling</i></p> <ul style="list-style-type: none"> To understand the different approaches in marriage counselling like Psychodynamic, Rogerian, Cognitive, Behavioural etc | <ul style="list-style-type: none"> Practice the different approaches by discussing case studies and how the different approaches can be used |
| <p>12. CONFLICT MANAGEMENT</p> <p><i>Objective: To understand the concept conflict management.</i></p> <ul style="list-style-type: none"> To understand the need and importance of resolving conflict and its influence at workplace and home. To understand the techniques used to enhance the capacity of self to manage conflicts effectively. | <ul style="list-style-type: none"> Checklist to evaluate the self on the various techniques of conflict management. |
| <p>13. TRANSACTIONAL ANALYSIS (TA) IN MARRIAGE COUNSELLING</p> <p><i>Objective: To understand and develop skills to use TA</i></p> | <ul style="list-style-type: none"> Ask the trainees to face each other. One will be the counsellor and the other the counselee. |

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| <p><i>in marriage counselling</i></p> <ul style="list-style-type: none"> To understand the technique of transactional analysis To develop the skills of using TA | <ul style="list-style-type: none"> Practice the techniques of TA on a one to one basis |
| <p>14. GROUP COUNSELLING Objective: To understand the concept and develop skills of group counselling</p> <ul style="list-style-type: none"> To understand the concept of group counselling and its uses To develop the skills of group counselling | <ul style="list-style-type: none"> Get the group to use the techniques of group counselling |
| <p>15. EMOTIONAL INTELLIGENCE Objective: Understanding the concept of emotional intelligence</p> <ul style="list-style-type: none"> To understand the concept of emotional intelligence and its different aspects. | <ul style="list-style-type: none"> Discussion on how to enhance the different aspects of emotional intelligence to understand self and others. Checklist on assessment one's level of emotional intelligence |
| <p>16. COUNSELLING THE SUBSTANCE DEPENDENT AND ALCOHOLICS IN RELATION TO MARRIAGE COUNSELLING Objective: To understand the concept of substance and alcohol abuse and its impact on marriage.</p> <ul style="list-style-type: none"> To understand the different substance and alcohol abuse To understand the management and techniques of counselling substance and alcohol dependents. To develop the skills of handling clients with substance and alcohol dependence within a marriage | <ul style="list-style-type: none"> Practice session on the various techniques of individual and group counselling substance and alcohol dependents. |
| <p>17. COUNSELLING THE SUICIDAL Objective: To understand the concept counselling the suicidal.</p> <ul style="list-style-type: none"> To understand the concept of suicide, the various techniques and the mental state of the suicidal person. To understand the need and importance of counselling the suicidal especially the youth. To understand the techniques used to help the suicidal person. | <ul style="list-style-type: none"> Practice session on the various techniques used in understanding the suicidal and help the person to overcome the same. |
| <p>18. STRESS MANAGEMENT & BURNOUT Objective: To understand the meaning of stress and burn out and management of the stress.</p> <ul style="list-style-type: none"> To understand the need and importance of stress management. To understand the meaning of burn out To understand the techniques used to enhance the capacity of self to manage stress effectively. | <ul style="list-style-type: none"> Practice session on the different techniques used in stress management. Discussion on the effect of burn out and management of the same. |
| <p>19. VISIT TO FAMILY COUNSELLING CENTRE Objective: To understand how to link theory to practice by interacting with clients.</p> <ul style="list-style-type: none"> To understand knowledge transfer by putting theory to practice. | <ul style="list-style-type: none"> To observe the running of a family counselling centre To write the report on the same |
| <p>20. VISIT TO FAMILY COUNSELLOR Objective: To understand how to link theory to practice by interacting with a family counsellor.</p> <ul style="list-style-type: none"> To understand how a family counsellor works To understand the requirement to be a family counsellor | <ul style="list-style-type: none"> To observe the working of a family counsellor To write the report on the same |

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| <p>21. CASE STUDY <i>Objective: To understand meaning of case study and how to write a case study</i></p> <ul style="list-style-type: none"> To understand what is case study How a counsellor develops a case study Format to write case study | <ul style="list-style-type: none"> Use of CD/ movie clips for case discussion to understand the real life situation and how different issues are resolved To practice writing case studies |
| <p>22. FIELD TRAINING <i>Objective: To understand how to work in an organisation</i></p> <ul style="list-style-type: none"> To understand work done in the field level. To understand when and to whom to refer and network for professional collaboration | <ul style="list-style-type: none"> Training with an organisation or an institute to transfer theory to practice. |
| <p>23. CLINICAL SUPERVISION <i>Objective: To understand the progress of counselling skills practice under supervision of faculties.</i></p> <ul style="list-style-type: none"> To understand the level of improvement through individual supervision of the practical work by the faculties. | <ul style="list-style-type: none"> Individual supervision by the faculties of all practical work submitted by the trainees |
| <p>24. PAPER PRESENTATION <i>Objective: To understand the skills of presentation</i></p> <ul style="list-style-type: none"> To understand the process of preparation and presentation of a topic. | <ul style="list-style-type: none"> Practice on use of power point presentation and delivery of a session on a particular topic |

Methodology:

Above practices may be imparted to the trainees by using movie clips, CD, games, examples, stories, role play, exercises, case studies, brain storming, homework assignments and audio visual aids

List of machines & equipment for a batch of 20

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| 1. P. C latest configuration with multimedia facility | 1 |
| 2. UPS 0.5 KVA to 1 KVA | 1 |
| 3. Laser Printer | 1 |
| 4. Operating and Application software | MS Office XP Package |
| 5. Internet Connection | 1 |
| 6. Projection Screen | 1 |
| 7. LCD Projector | 1 |
| 8. White Board | 1 |

Level – II
Module No. IV

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| 1. Name of the Module | : | Career & Guidance Counselor |
| 2. Sector | : | Counseling Skills |
| 3. Code | : | CSK 205 |
| 4. Minimum. Entry Qualification | : | 10th class pass + CSK101 |
| 5. Minimum Age | : | 16 Years |
| 6. Duration | : | 100 hours |
| 7. Space | : | 60 Sq mtr(Max. Length- 10 mtr) |
| 8. Power norms | : | 1.5 Kw |
| 9. Qualification of the Instructors | : | MA in Psychology/ Education |

Terminal competency: After completion of the course the trainee will be able

- To work as school counselors, career & guidance counselors in colleges and educational institutions.

| THEORY | PRACTICAL |
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| <p>1. UNDERSTANDING YOUTH <i>Objective: To understand the development of youth in its physical, social and psychological aspects</i></p> <ul style="list-style-type: none"> • To understand the physical, social and psychological development of youth according to different psychologist | <ul style="list-style-type: none"> • Discussion on the different aspects of development of youth |
| <p>2. UNDERSTANDING ADOLESCENTS <i>Objective: To understand adolescents and the techniques of counselling adolescents</i></p> <ul style="list-style-type: none"> • To understand the different needs of adolescents. • Building self - esteem in adolescents • To understand the need and importance of counselling the suicidal especially the youth. • To understand the techniques used to help the suicidal person. | <ul style="list-style-type: none"> • Practice session on the various techniques used in counselling the adolescents and the youth. |
| <p>3. NEED AND IMPORTANCE OF CAREER & GUIDANCE <i>Objective: To understand the need and importance of career & guidance</i></p> <ul style="list-style-type: none"> • To understand the what is the meaning of career & guidance • To understand the difference between career counselling and guidance | <ul style="list-style-type: none"> • Case study to discuss the difference between career counselling and guidance |
| <p>4. THEORETICAL BACKGROUND OF CAREER & GUIDANCE COUNSELLING <i>Objective: To understand the need and importance of career & guidance</i></p> <ul style="list-style-type: none"> • Theoretical background of career and guidance counselling | <ul style="list-style-type: none"> • Discussion on the theories on career and guidance |
| <p>5. QUALITIES OF A CAREER & GUIDANCE COUNSELLOR <i>Objective: To understand the qualities of a career & guidance counsellor</i></p> | <ul style="list-style-type: none"> • Brainstorming on the qualities of a career & guidance counsellor |

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| <ul style="list-style-type: none"> Qualities required for guidance - teachers | |
| <p>6. ROLE & RESPONSIBILITIES OF CAREER AND GUIDANCE COUNSELLOR</p> <p><i>Objective: To understand the need and importance of career & guidance</i></p> <ul style="list-style-type: none"> To understand the role & responsibilities of career and guidance counsellor To learn the principles and procedures of guidance | <ul style="list-style-type: none"> To practice in a group the principles and procedures of providing guidance |
| <p>7. SKILLS IN CAREER COUNSELLING</p> <p><i>Objective: To understand the concept of career counselling and develop the required skills</i></p> <ul style="list-style-type: none"> To understand the concept of career counselling To develop the skills of career counselling | <ul style="list-style-type: none"> Have the trainees form a group. Make two trainees sit facing each other. One will be the counsellor and the other the student. Practice using the skills taught in theory class |
| <p>8. TOOLS & TECHNIQUES USED IN CAREER COUNSELLING</p> <p><i>Objective: To understand the tools & techniques used in career & guidance</i></p> <ul style="list-style-type: none"> To understand how and when to use the different tools & techniques used for career & guidance counselling | <ul style="list-style-type: none"> Practice session on the tools and techniques. Have the trainees form a group. Make two trainees sit facing each other. One will be the counsellor and the other the student. Practice using the techniques taught in theory class |
| <p>9. INFORMATION SERVICES REQUIRED IN CAREER & GUIDANCE</p> <p><i>Objective: To have knowledge about the various services required in career & guidance</i></p> <ul style="list-style-type: none"> To find and evaluate the different educational & occupational information services required in career and guidance counselling | <ul style="list-style-type: none"> Assignment on forming a list of information and services on career & guidance |
| <p>10. ASSESSMENTS USED IN CAREER & GUIDANCE</p> <p><i>Objective: To understand the need and importance of assessment in career & guidance</i></p> <ul style="list-style-type: none"> To learn about assessing individual students related to career guidance To learn the different types of assessments and tests on career & guidance | <ul style="list-style-type: none"> To practice using the different assessments & tests |
| <p>11. NETWORKING & REFERRAL IN CAREER & GUIDANCE</p> <p><i>Objective: To understand the need and importance of networking & referral in career & guidance</i></p> <ul style="list-style-type: none"> To understand the role and responsibilities of Placement services To find and evaluate the different networks available educational & occupational information services required in career and guidance counselling. | <ul style="list-style-type: none"> Assignment on forming a list of places for networking & referral services on career & guidance |
| <p>12. DATA COLLECTION & RECORD KEEPING</p> <p><i>Objective: To understand the method of data collection & record keeping</i></p> <ul style="list-style-type: none"> To learn the methods of data collection and record keeping on students and clients for career and guidance counselling & record keeping. | <ul style="list-style-type: none"> To practice using the different formats for data collection and record keeping |
| <p>13. FOLLOW UP SERVICES IN CAREER &</p> | <ul style="list-style-type: none"> Assignment on framing a follow up |

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| <p align="center">GUIDANCE COUNSELLING</p> <p><i>Objective: To understand the need and importance of follow up services in career & guidance</i></p> <ul style="list-style-type: none"> To understand the need & importance of follow up services Follow up services | <p>schedule</p> |
| <p>14. LEADERSHIP & TEAM BUILDING</p> <p><i>Objective: To understand the need and importance of Leadership & team building</i></p> <ul style="list-style-type: none"> To understand the meaning and role of leadership To learn leadership skills To understand the meaning and role of team building To learn skills of team building | <ul style="list-style-type: none"> To use standardized checklist on leadership skills and team building for the trainees so as to understand their level of skills and to enhance their awareness level |
| <p>15. DIFFERENT TESTS USED IN CAREER COUNSELLING</p> <p><i>Objective: To understand the need and importance of career & guidance</i></p> <ul style="list-style-type: none"> To understand the different psychological tests its usage for career development To understand the factors to be considered for the different tests To learn the different non- testing technique like rating scale, self report, questionnaires, inventories, problem check list etc | <ul style="list-style-type: none"> To practice using the different assessments & tests |
| <p>16. GROUP GUIDANCE</p> <p><i>Objective: To understand the need and importance of group guidance</i></p> <ul style="list-style-type: none"> To learn how and when to conduct group guidance To understand the use of class talk, seminars, hobby clubs, audio visual aids for group guidance | <p>Assignment on conducting group guidance class for students</p> |
| <p>17. EMOTIONAL INTELLIGENCE</p> <p><i>Objective: Understanding the concept of emotional intelligence</i></p> <ul style="list-style-type: none"> To understand the concept of emotional intelligence and its different aspects. | <ul style="list-style-type: none"> Discussion on how to enhance the different aspects of emotional intelligence to understand self and others. Checklist on assessment one's level of emotional intelligence |
| <p>18. COUNSELLING THE SUBSTANCE DEPENDENT AND ALCOHOLICS</p> <p><i>Objective: To understand the concept of substance and alcohol abuse.</i></p> <ul style="list-style-type: none"> To understand the different substance and alcohol abuse To understand the management and techniques of counselling substance and alcohol dependents. | <ul style="list-style-type: none"> Practice session on the various techniques of individual and group counselling substance and alcohol dependents. |
| <p>19. CASE STUDY</p> <p><i>Objective: To understand meaning of case study and how to write a case study</i></p> <ul style="list-style-type: none"> To understand what is case study How a counsellor develops a case study Format to write case study | <ul style="list-style-type: none"> Use of CD/ movie clips for case discussion to understand the real life situation and how different issues are resolved To practice writing case studies |
| <p>20. STRESS MANAGEMENT & BURNOUT</p> <p><i>Objective: To understand the meaning of stress and</i></p> | <ul style="list-style-type: none"> Practice session on the different techniques used in stress management. |

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| <p><i>burn out and management of the stress.</i></p> <ul style="list-style-type: none"> To understand the need and importance of stress management. To understand the meaning of burn out To understand the techniques used to enhance the capacity of self to manage stress effectively. | <ul style="list-style-type: none"> Discussion on the effect of burn out and management of the same. |
| <p>21. SCHOOL VISIT <i>Objective: To understand how to link theory to practice by interacting with students, teachers and other stakeholders.</i></p> <ul style="list-style-type: none"> To understand knowledge transfer by putting theory to practice. | <ul style="list-style-type: none"> School visits to interact with students, teachers and other stakeholders and use the skills learned Written document on the interaction as verbatim. |
| <p>22. WORKING WITH STAKEHOLDERS <i>Objective: To understand the need and importance of working with stakeholders</i> Working with parents/ principals/ teachers and other stakeholders</p> | <ul style="list-style-type: none"> To conduct meetings/seminars on career and guidance for parents/ principals/ teachers and other stakeholders |
| <p>23. FIELD TRAINING <i>Objective: To understand how to work in an organization</i></p> <ul style="list-style-type: none"> To understand work done in the field level. To understand when and to whom to refer and network for professional collaboration | <ul style="list-style-type: none"> Training with an organisation or an institute to transfer theory to practice. |
| <p>24. PAPER PRESENTATION <i>Objective: To develop the skills of presentation</i></p> <ul style="list-style-type: none"> To understand the process of preparation and presentation of a topic. | <ul style="list-style-type: none"> Practice on use of power point presentation and delivery of a session on a particular topic |
| <p>25. CLINICAL SUPERVISION <i>Objective: To understand the progress of counselling skills practice under supervision of faculties.</i></p> <ul style="list-style-type: none"> To understand the level of improvement through individual supervision of the practical work by the faculties. | <ul style="list-style-type: none"> Individual supervision by the faculties of all practical work submitted by the trainees |

Methodology:

Above practices may be imparted to the trainees by using movie clips, CD, games, examples, stories, role play, exercises, case studies, brain storming, homework assignments and audio visual aids

List of machines & equipment for a batch of 20

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|---|----------------------|
| 1. P. C latest configuration with multimedia facility | 1 |
| 2. UPS 0.5 KVA to 1 KVA | 1 |
| 3. Laser Printer | 1 |
| 4. Operating and Application software | MS Office XP Package |
| 5. Internet Connection | 1 |
| 6. Projection Screen | 1 |
| 7. LCD Projector | 1 |
| 8. White Board | 1 |

Level – II

Module No. V

1. Name of the Module : HIV & AIDS Counselor
2. Sector : Counseling Skills
3. Code : CSK206
4. Minimum. Entry Qualification : 10th class pass + CSK101
5. Minimum Age : 16 Years
6. Duration : 100 hours
7. Space : 60 Sq mtr(Max. Length- 10 mtr)
8. Power norms : 1.5 Kw
9. Qualification of the Instructors : MA in Psychology/ Education

Terminal competency: After completion of the course the trainee will be able

- To work as HIV & AIDS counsellors, health care counsellors, grass - root community counsellors

| THEORY | PRACTICAL |
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| <p>1. COMMUNICATION TECHNIQUES <i>Objective: To develop the skills of using different communication techniques to be used with HIV & AIDS clients</i></p> <ul style="list-style-type: none">• To understand verbal & non-verbal communication• To develop skills of active listening• To understand the do's and don'ts of effective communication• To develop the skills of empathy towards HIV & AIDS clients | <ul style="list-style-type: none">• Get the group to form a circle. Make two trainees sit in the centre and practice the techniques learned in class |
| <p>2. EMOTIONAL INTELLIGENCE <i>Objective: Understanding the concept of emotional intelligence</i></p> <ul style="list-style-type: none">• To understand the concept of emotional intelligence and its different aspects. | <ul style="list-style-type: none">• Discussion on how to enhance the different aspects of emotional intelligence to understand self and others.• Checklist on assessment one's level of emotional intelligence |
| <p>3. OVERVIEW OF COUNSELLING IN THE CONTEXT OF HIV & AIDS <i>Objective: To understand the overview of counselling in the context of HIV & AIDS</i></p> <ul style="list-style-type: none">• To understand the importance of counselling HIV target.• To understand the criteria and role of the counsellor in HIV counselling• To understand the physical set up of a counselling clinic | <ul style="list-style-type: none">• To discussion in a group the roles and responsibilities of a counsellor in HIV counselling |
| <p>4. EFFECTIVE HIV & AIDS COUNSELLING BASICS <i>Objective: To develop the skills of counselling in the context of HIV & AIDS</i></p> <ul style="list-style-type: none">• To understand the basic principles of a counselling relationship in the context of HIV & AIDS | <ul style="list-style-type: none">• Class practice: Get the group to form a circle. Make two trainees sit in the centre and practice the techniques on how to disseminate information and help the client to resolve conflicts and enhance personal growth |

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| <ul style="list-style-type: none"> To understand the process of counselling in the context of HIV & AIDS Do's and don'ts of counselling in the context of HIV & AIDS | |
| <p>5. SPECIFIC TECHNIQUES IN HIV & AIDS COUNSELLING</p> <p><i>Objective: To develop specific skills of counselling in the context of HIV & AIDS</i></p> <ul style="list-style-type: none"> To understand and develop specific techniques in counselling | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees sit in the centre and practice the specific techniques in HIV & AIDS counselling |
| <p>6. SPECIFIC TECHNIQUES IN GRIEF COUNSELLING</p> <p><i>Objective: To develop specific skills in grief counselling</i></p> <ul style="list-style-type: none"> To understand the principles of grief counselling To understand and develop skills in grief counselling | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees do role play on grief counselling |
| <p>7. SPECIFIC TECHNIQUES IN TRAUMA COUNSELLING</p> <p><i>Objective: To develop specific skills of counselling in the context of HIV & AIDS</i></p> <ul style="list-style-type: none"> To understand the skills of trauma counselling To understand the meaning of POST Traumatic Stress Disorder (PTSD) in the context of HIV & AIDS counselling | <ul style="list-style-type: none"> Discussion on PTSD Get the group to form a circle. Make two trainees sit in the centre and practice the techniques on trauma counselling |
| <p>8. REFERRAL & ETHICS IN HIV & AIDS COUNSELLING</p> <p><i>Objective: To understand referral and termination and the principles of ethics in context of HIV & AIDS counselling</i></p> <ul style="list-style-type: none"> To understand and develop a referral system To understand the techniques in termination To understand ethics of counselling in the context of HIV & AIDS To understand the different approaches to deal with stigma | <ul style="list-style-type: none"> Ask the trainees to make a list of referral To discuss on different approaches to deal with stigma |
| <p>9. PRE AND POST TEST COUNSELLING IN THE CONTEXT OF HIV & AIDS</p> <p><i>Objective: To understand the meaning and skills of delivering pre and post test counselling</i></p> <ul style="list-style-type: none"> To understand and develop skills of delivering pre and post test counselling in the context of HIV & AIDS To understand the concerns related to HV testing. To learn how to assess risk | <ul style="list-style-type: none"> Get the group to form a circle. Make two trainees sit in the centre and practice the techniques on pre and post test counselling Practice how to question to assess risk |
| <p>10. COUNSELLING COUPLES IN THE CONTEXT OF HIV & AIDS</p> <p><i>Objective: To understand the skills of couple counselling</i></p> <ul style="list-style-type: none"> To understand and develop skills of delivering couple counselling in the context of HIV & AIDS To understand when and how to used couple counselling To understand the role of the counsellor in couple counselling | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees sit in the centre and practice the techniques on couple counselling |

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| <p>11. COUNSELLING CHILDREN IN THE CONTEXT OF HIV & AIDS Objective: To understand the skills of counselling of children</p> <ul style="list-style-type: none"> To understand and develop skills of counselling children To understand when and how to use counselling for children To understand POST Traumatic Stress Disorder (PTSD) in children To understand the role of the counsellor in counselling children | <ul style="list-style-type: none"> Discuss the various methods that can be used with children as ice breaker Get the group to form a circle. Make two trainees sit in the centre and practice the techniques on counselling children |
| <p>12. COUNSELLING WOMEN IN THE CONTEXT OF HIV & AIDS Objective: To understand the skills of counselling women</p> <ul style="list-style-type: none"> To understand and develop skills of counselling women in the context of HIV & AIDS To understand when and how to use counselling for women To understand prevention of parent to child transmission (PPTCT) and disclosure of HIV status | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees sit in the centre and practice the techniques on counselling women |
| <p>13. GROUP COUNSELLING Objective: To understand the concept and develop skills of group counselling</p> <ul style="list-style-type: none"> To understand the concept of group counselling and its uses To develop the skills of group counselling | <ul style="list-style-type: none"> Get the group to use the techniques of group counselling |
| <p>14. COUNSELLING FOR TREATMENT ADHERENCE IN THE CONTEXT OF HIV & AIDS Objective: To understand the skills of treatment adherence</p> <ul style="list-style-type: none"> To understand and develop skills of counselling for treatment adherence To understand what is Highly Active Antiretroviral Therapy (HAART) | <ul style="list-style-type: none"> Group discussion on adherence to treatment Role play on adherence to treatment by making the trainees to role play as client and counsellor |
| <p>15. COUNSELLING FOR POSITIVE LIVING IN THE CONTEXT OF HIV & AIDS Objective: To understand meaning of positive living and role of counsellor in positive living</p> <ul style="list-style-type: none"> To understand the role of positive living To understand why positive living is important To develop skills and understand the role of counsellor in counselling People Living with HIV (PLHIV) | <ul style="list-style-type: none"> To brainstorm the various ways for positive living |
| <p>16. COUNSELLING FOR COMMUNITY BASED CARE & SUPPORT IN THE CONTEXT OF HIV & AIDS Objective: To understand meaning of community based care and role of counsellor in it</p> <ul style="list-style-type: none"> To understand what is community based care and support To learn how to conduct community | <ul style="list-style-type: none"> To organize community programmes by the trainees to raise awareness on People Living with HIV (PLHIV) and their families. |

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| <p>programmes to raise awareness and provide care and support to People Living with HIV (PLHIV) and their families.</p> <ul style="list-style-type: none"> To understand rehabilitation of People Living with HIV (PLHIV) | |
| <p>17. COUNSELLING THE SUBSTANCE DEPENDENT AND ALCOHOLICS <i>Objective: To understand the concept of substance and alcohol abuse.</i></p> <ul style="list-style-type: none"> To understand the different substance and alcohol abuse To understand the management and techniques of counselling substance and alcohol dependents. | <ul style="list-style-type: none"> Practice session on the various techniques of individual and group counselling substance and alcohol dependents. |
| <p>18. UNDERSTANDING DIFFERENT MENTAL DISORDERS IN ADULTS. (NEUROSIS & PSYCHOSIS) <i>Objective: To understand the concept of different mental disorders in adults.</i></p> <ul style="list-style-type: none"> To understand the different mental disorders that may occur in adults. To understand the difference between neurosis and psychosis. | <ul style="list-style-type: none"> Discussion on the different neurosis and psychosis and ways to identify them with the help of understanding the different symptoms. |
| <p>19. COUNSELLING FOR CARE GIVERS IN THE CONTEXT OF HIV & AIDS <i>Objective: To understand meaning of counselling care givers</i></p> <ul style="list-style-type: none"> To understand how and when to counselling care givers To understand the meaning of care giver's burnout To learn how to linkage different stakeholders to raise awareness and provide care and support to the care givers | <ul style="list-style-type: none"> To form a list of different linkage for supporting care givers |
| <p>20. MENTAL HEALTH OF THE HELPING PERSON <i>Objective: To understand the mental health and the need to have positive mental health</i></p> <ul style="list-style-type: none"> To understand the need and importance of positive mental health. To understand how the counsellor or any other helping persons can enhance and maintain positive mental health. | <ul style="list-style-type: none"> Discussion on the effect of negative thought and how to enhance positive mental health of oneself. |
| <p>21. STRESS MANAGEMENT & BURNOUT <i>Objective: To understand the meaning of stress and burn out and management of the stress.</i></p> <ul style="list-style-type: none"> To understand the need and importance of stress management. To understand the meaning of burn out To understand the techniques used to enhance the capacity of self to manage stress effectively. | <ul style="list-style-type: none"> Practice session on the different techniques used in stress management. Discussion on the effect of burn out and management of the same. |
| <p>22. COUNSELLING THE SUICIDAL <i>Objective: To understand the concept counselling the suicidal.</i></p> <ul style="list-style-type: none"> To understand the concept of suicide, the various techniques and the mental state of the suicidal person. To understand the need and importance of | <ul style="list-style-type: none"> Practice session on the various techniques used in understanding the suicidal and help the person to overcome the same. |

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| <p>counselling the suicidal especially the youth.</p> <ul style="list-style-type: none"> To understand the techniques used to help the suicidal person. | |
| <p>23. HIV & AIDS CLINIC VISIT <i>Objective: To understand how to link theory to practice by interacting with patients.</i></p> <ul style="list-style-type: none"> To understand knowledge transfer by putting theory to practice. | <ul style="list-style-type: none"> Visits to HIV & AIDS clinic to interact with patients and use the skills of counselling. Written document on the interaction as verbatim. |
| <p>24. CASE STUDY <i>Objective: To understand meaning of case study and how to write a case study</i></p> <ul style="list-style-type: none"> To understand what is case study How a counsellor develops a case study Format to write case study | <ul style="list-style-type: none"> Use of CD/ movie clips for case discussion to understand the real life situation and how different issues are resolved To practice writing case studies |
| <p>25. FIELD TRAINING <i>Objective: To understand how to work in an organization</i></p> <ul style="list-style-type: none"> To understand work done in the field level. To understand when and to whom to refer and network for professional collaboration | <ul style="list-style-type: none"> Training with an organisation or an institute to transfer theory to practice. |
| <p>26. PAPER PRESENTATION <i>Objective: To develop the skills of presentation</i></p> <ul style="list-style-type: none"> To understand the process of preparation and presentation of a topic. | <ul style="list-style-type: none"> Practice on use of power point presentation and delivery of a session on a particular topic |
| <p>27. CLINICAL SUPERVISION <i>Objective: To understand the progress of counselling skills practice under supervision of faculties.</i></p> <ul style="list-style-type: none"> To understand the level of improvement through individual supervision of the practical work by the faculties. | <ul style="list-style-type: none"> Individual supervision by the faculties of all practical work submitted by the trainees |
| <p>28. FILMS ON HIV & AIDS</p> <ul style="list-style-type: none"> Films to understand the concepts taught on HIV & AIDS To relate to real life situations and raise awareness | |

Methodology:

Above practices may be imparted to the trainees by using movie clips, CD, games, examples, stories, role play, exercises, case studies, brain storming, homework assignments and audio visual aids

List of machines & equipment for a batch of 20

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|---|----------------------|
| 1. P. C latest configuration with multimedia facility | 1 |
| 2. UPS 0.5 KVA to 1 KVA | 1 |
| 3. Laser Printer | 1 |
| 4. Operating and Application software | MS Office XP Package |
| 5. Internet Connection | 1 |
| 6. Projection Screen | 1 |
| 7. LCD Projector | 1 |
| 8. White Board | 1 |

Level – II

Module No. VI

1. **Name of the Module** : **Tele Counsellor**
2. **Sector** : **Counselling Skills**
3. **Code** : **CSK207**
4. **Minimum. Entry Qualification** : **10th class pass + CSK101**
5. **Minimum Age** : **16 Years**
6. **Duration** : **100 hours**
7. **Space** : **60 Sq mtr(Max. Length- 10 mtr)**
8. **Power norms** : **1.5 Kw**
9. **Qualification of the Instructors** : **MA in Psychology/ Education**

Terminal competency: After completion of the course the trainee will be able

- To work as tele – counsellor, health care counsellors, grass - root community counsellors

| THEORY | PRACTICAL |
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| <p>1. ENHANCING COMMUNICATION SKILLS <i>Objective: To understand the concept and skills of effective communication</i></p> <ul style="list-style-type: none">• To understand the difference between verbal and non-verbal communication• To understand expressive and receptive skills• | <ul style="list-style-type: none">• Use standardised checklist on listening skills and understanding communication skills.• Role play on communication and listening |
| <p>2. UNDERSTANDING CHILDREN <i>Objective: To understand children and the techniques of counselling children</i></p> <ul style="list-style-type: none">• To understand the different needs of children.• To understand children who are differentially abled.• To understand the techniques used to help children with behavioural problems.• To understand the need and importance of counselling the parents and care givers in managing behavioural problems in children. | <ul style="list-style-type: none">• Practice session on the identification and various techniques used in managing behavioural problems in children.• Practice session on the various techniques to be taught to parents, teachers and care givers in managing behavioural problems in children at home and in school |
| <p>3. UNDERSTANDING ADOLESCENTS <i>Objective: To understand adolescents and the techniques of counselling adolescents</i></p> <ul style="list-style-type: none">• To understand the different needs of adolescents.• Building self - esteem in adolescents• To understand the need and importance of counselling the suicidal especially the youth.• To understand the techniques used to help the suicidal person. | <ul style="list-style-type: none">• Practice session on the various techniques used in counselling the adolescents and the youth. |
| <p>4. UNDERSTANDING DIFFERENT</p> | <ul style="list-style-type: none">• Discussion on the different neurosis and |

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| <p>MENTAL DISORDERS IN ADULTS. (NEUROSIS & PSYCHOSIS) Objective: To understand the concept of different mental disorders in adults.</p> <ul style="list-style-type: none"> To understand the different mental disorders that may occur in adults. To understand the difference between neurosis and psychosis. | <p>psychosis and ways to identify them with the help of understanding the different symptoms.</p> |
| <p>5. CONCEPT OF TELE COUNSELLING SERVICES Objective: To understand the concept of tele counselling</p> <ul style="list-style-type: none"> To understand the concept of tele counselling To understand the different services provided through tele-counselling. | <ul style="list-style-type: none"> |
| <p>6. THERAPEUTIC RELATIONSHIP IN TELE COUNSELLOR Objective: To understand the therapeutic relation in tele- counselling</p> <ul style="list-style-type: none"> To understand the concept of therapeutic relationship between the client and the caller | <ul style="list-style-type: none"> |
| <p>7. ATTRIBUTES OF EFFECTIVE TELE COUNSELLOR Objective: To promote the attributes or qualities of an effective tele- counselor</p> <ul style="list-style-type: none"> what are the qualities of an effective counsellor How to develop these qualities | <ul style="list-style-type: none"> Class discussion on the different qualities of a counsellor and why it is important for client – counsellor relationship |
| <p>8. TOOLS AND TECHNIQUES OF TELE COUNSELLING Objective: To develop the tools and techniques of tele counselling.</p> <ul style="list-style-type: none"> To understand the need and importance of tools and techniques of tele counselling. To understand when to use the appropriate technique. | <ul style="list-style-type: none"> Class practice: Practice session on the different techniques used in tele counselling in pairs |
| <p>9. SKILLS OF CRISIS MANAGEMENT IN TELE COUNSELLING Objective: To understand how to handle crisis situation in tele counselling</p> <ul style="list-style-type: none"> To understand the concept of crisis management To learn the skills of crisis management | <ul style="list-style-type: none"> Case discussion on crisis management |
| <p>10. ADVANTAGE & DISADVANTAGE OF TELE COUNSELLING Objective: To understand the advantage and disadvantage of tele- counselling over in – person therapy</p> <ul style="list-style-type: none"> To understand the different advantage & disadvantage of tele- counselling | <ul style="list-style-type: none"> brain storming on advantage & disadvantage of tele- counselling |
| <p>11. REFERRAL & TERMINATION & ETHICS IN TELE COUNSELLING Objective: To understand referral and termination and the principles of ethics in context of tele- counselling</p> <ul style="list-style-type: none"> To understand and develop a referral system To understand the techniques in termination To understand ethics in tele- counselling | <ul style="list-style-type: none"> Ask the trainees to make a list of referral |
| <p>12. COUNSELLING THE SUICIDAL</p> | <ul style="list-style-type: none"> Practice session on the various techniques used in |

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| <p>Objective: To understand the concept counselling the suicidal.</p> <ul style="list-style-type: none"> To understand the concept of suicide, the various techniques and the mental state of the suicidal person. To understand the need and importance of counselling the suicidal especially the youth. To understand the techniques used to help the suicidal person. | <p>understanding the suicidal and help the person to overcome the same.</p> |
| <p>13. COUNSELLING THE SUBSTANCE DEPENDENT AND ALCOHOLICS Objective: To understand the concept of substance and alcohol abuse.</p> <ul style="list-style-type: none"> To understand the different substance and alcohol abuse To understand the management and techniques of counselling substance and alcohol dependents. | <ul style="list-style-type: none"> Practice session on the various techniques of individual and group counselling substance and alcohol dependents. |
| <p>14. NEED AND IMPORTANCE OF CAREER & GUIDANCE Objective: To understand the need and importance of career & guidance</p> <ul style="list-style-type: none"> To understand the what is the meaning of career & guidance To understand the difference between career counselling and guidance | <ul style="list-style-type: none"> Case study to discuss the difference between career counselling and guidance |
| <p>15. ANXIETY IN CHILDREN & ADOLESCENTS Objective: To understand the concept and develop skills of managing anxiety in children and adolescents</p> <ul style="list-style-type: none"> To understand the causes, signs and symptoms of anxiety in children and adolescents To understand the concept of school phobia To learn the techniques of handling children with anxiety | <ul style="list-style-type: none"> Get the group to use the techniques of managing children with anxiety |
| <p>16. MANAGING ANGER Objective: To develop techniques to manage anger</p> <ul style="list-style-type: none"> To understand the harmful effects of anger To understand the different techniques to reduce anger How anger can be used constructively | <ul style="list-style-type: none"> Role play on the different techniques of managing anger |
| <p>17. EMOTIONAL INTELLIGENCE Objective: Understanding the concept of emotional intelligence</p> <ul style="list-style-type: none"> To understand the concept of emotional intelligence and its different aspects. | <ul style="list-style-type: none"> Discussion on how to enhance the different aspects of emotional intelligence to understand self and others. Checklist on assessment one's level of emotional intelligence |
| <p>18. UNDERSTANDING DIFFERENT MENTAL DISORDERS IN CHILDREN & ADOLESCENTS. (NEUROSIS & PSYCHOSIS) Objective: To understand the concept of different mental disorders in children and adolescents.</p> <ul style="list-style-type: none"> To understand the different mental disorders that may occur in children and adolescents To understand the difference between neurosis and psychosis. Management of mental disorders | <ul style="list-style-type: none"> Discussion on the different neurosis and psychosis and ways to treat them |
| <p>19. COPING STRATEGIES IN FAMILY</p> | <ul style="list-style-type: none"> Circle in a group. Ask two trainees to face |

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| <p align="center">COUNSELLING</p> <p><i>Objective: To understand the different coping strategies in family counselling</i></p> <ul style="list-style-type: none"> To understand the different coping strategies that can be used in family counselling | <p>each other. One will be the counsellor and the other the counsellee.</p> <ul style="list-style-type: none"> Practice the different coping strategies in family counselling |
| <p>20. SPECIFIC TECHNIQUES IN TRAUMA COUNSELLING</p> <p><i>Objective: To develop specific skills of trauma counselling</i></p> <ul style="list-style-type: none"> To understand the skills of trauma counselling To understand the meaning of POST Traumatic Stress Disorder (PTSD) in the context of HIV & AIDS counselling | <ul style="list-style-type: none"> Discussion on PTSD Get the group to form a circle. Make two trainees sit in the centre and practice the techniques on trauma counselling |
| <p>21. MENTAL HEALTH OF THE HELPING PERSON</p> <p><i>Objective: To understand the mental health and the need to have positive mental health</i></p> <ul style="list-style-type: none"> To understand the need and importance of positive mental health. To understand how the counsellor or any other helping persons can enhance and maintain positive mental health. | <ul style="list-style-type: none"> Discussion on the effect of negative thought and how to enhance positive mental health of oneself. |
| <p>22. STRESS MANAGEMENT & BURNOUT</p> <p><i>Objective: To understand the meaning of stress and burn out and management of the stress.</i></p> <ul style="list-style-type: none"> To understand the need and importance of stress management. To understand the meaning of burn out To understand the techniques used to enhance the capacity of self to manage stress effectively. | <ul style="list-style-type: none"> Practice session on the different techniques used in stress management. Discussion on the effect of burn out and management of the same. |
| <p>23. CASE STUDY</p> <p><i>Objective: To understand meaning of case study and how to write a case study</i></p> <ul style="list-style-type: none"> To understand what is case study How a counsellor develops a case study Format to write case study | <ul style="list-style-type: none"> Use of CD/ movie clips for case discussion to understand the real life situation and how different issues are resolved To practice writing case studies |
| <p>24. VISIT TO A TELE COUNSELLOR</p> <p><i>Objective: To understand the work of a tele counsellor.</i></p> <ul style="list-style-type: none"> To understand the work of a tele-counsellor The challenges of being a tele-counsellor How a tele-counsellor works in a professional setting | <ul style="list-style-type: none"> Field visit to meet a tele counsellor |
| <p>25. FIELD TRAINING</p> <p><i>Objective: To understand how to work in an organisation</i></p> <ul style="list-style-type: none"> To understand work done in the field level. To understand when and to whom to refer and network for professional collaboration | <ul style="list-style-type: none"> Training with an organisation or an institute to transfer theory to practice. |
| <p>26. CLINICAL SUPERVISION</p> <p><i>Objective: To understand the progress of counselling skills practice under supervision of faculties.</i></p> <ul style="list-style-type: none"> To understand the level of improvement through individual supervision of the practical work by the faculties. | <ul style="list-style-type: none"> Individual supervision by the faculties for all practical work submitted by the trainees |

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| <p>27. PAPER PRESENTATION Objective: To understand the skills of presentation</p> <ul style="list-style-type: none"> To understand the process of preparation and presentation of a topic. | <ul style="list-style-type: none"> Practice on use of power point presentation and delivery of a session on a particular topic |
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Methodology:

Above practices may be imparted to the trainees by using movie clips, CD, games, examples, stories, role play, exercises, case studies, brain storming, homework assignments and audio visual aids

List of machines & equipment for a batch of 20

- | | |
|---|----------------------|
| 1. P. C latest configuration with multimedia facility | 1 |
| 2. UPS 0.5 KVA to 1 KVA | 1 |
| 3. Laser Printer | 1 |
| 4. Operating and Application software | MS Office XP Package |
| 5. Internet Connection | 1 |
| 6. Projection Screen | 1 |
| 7. LCD Projector | 1 |
| 8. White Board | 1 |

Level – II

Module No. VII

1. Name of the Module : Trauma & Disaster Management Counselor
2. Sector : Counseling Skills
3. Code : CSK208
4. Minimum. Entry Qualification : 10th class pass + CSK101
5. Minimum Age : 16 Years
6. Duration : 100 hours
7. Space : 60 Sq. mtr (Max. Length- 10 mtr)
8. Power norms : 1.5 Kw
9. Qualification of the Instructors : MA in Psychology/ Education

Terminal competency: After completion of the course the trainee will be able

- To work as trauma & disaster management counsellors, health care counsellors, grass - root community counsellors

| THEORY | PRACTICAL |
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| <p>1. COMMUNICATION TECHNIQUES <i>Objective: To develop the skills of using different communication techniques to be used with trauma and disaster management clients</i></p> <ul style="list-style-type: none"> • To understand verbal & non-verbal communication • To develop skills of active listening • To understand the do's and don'ts of effective communication • To develop the skills of empathy towards HIV & AIDS clients | <ul style="list-style-type: none"> • Get the group to form a circle. Make two trainees sit in the centre and practice the techniques learned in class |
| <p>2. UNDERSTANDING THE DIFFERENT NEEDS OF CHILDREN <i>Objective: To understand needs of children</i></p> <ul style="list-style-type: none"> • To understand primary and secondary needs of children • Rights of children • Role of parents/ caregivers in fulfilling these needs • Consequences of not meeting these needs | <ul style="list-style-type: none"> • Discussion on the different needs and how to identify them |
| <p>3. UNDERSTANDING DIFFERENT MENTAL DISORDERS IN ADULTS. (NEUROSIS & PSYCHOSIS) <i>Objective: To understand the concept of different mental disorders in adults.</i></p> <ul style="list-style-type: none"> • To understand the different mental disorders that may occur in adults. • To understand the difference between neurosis and psychosis. | <ul style="list-style-type: none"> • Discussion on the different neurosis and psychosis and ways to identify them with the help of understanding the different symptoms. |
| <p>4. ABUSE AND DIFFERENT TYPES OF ABUSE <i>Objective: To understand the meaning and different</i></p> | <ul style="list-style-type: none"> • Case discussion on the different types and management of abuse |

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| <p><i>types of abuse</i></p> <ul style="list-style-type: none"> • To understand the meaning of abuse • To understand the different types of abuse | |
| <p>5. CONFLICT MANAGEMENT Objective: To understand the concept conflict management.</p> <ul style="list-style-type: none"> • To understand the need and importance of resolving conflict and its influence at workplace and home. • To understand the techniques used to enhance the capacity of self to manage conflicts effectively. | <ul style="list-style-type: none"> • Checklist to evaluate the self on the various techniques of conflict management. |
| <p>6. RISK PERCEPTION & VULNERABILITY Objective: To understand the meaning of risk perception and how to assess vulnerability in a disaster situation</p> <ul style="list-style-type: none"> • To understand the meaning of crisis management <p>To develop the skills of managing crisis</p> | <ul style="list-style-type: none"> • To learn the use the format for risk perception and assess vulnerability |
| <p>7. PSYCHOSOCIAL ASPECTS OF DISASTERS Objective: To understand the psychosocial aspects of disaster</p> <ul style="list-style-type: none"> • To understand the meaning of disaster • To understand the psychosocial aspects of disaster and its effect on the victims | <ul style="list-style-type: none"> • Discussion on the psychosocial aspects of disaster and ways to identify them with the help of understanding the different symptoms. |
| <p>8. UNDERSTANDING DIFFERENT TPYES OF CRISIS Objective: To understand the different types of crisis and the principles of crisis intervention</p> <ul style="list-style-type: none"> • To understand the meaning of crisis and types of crisis • To understand the principles of crisis intervention | <ul style="list-style-type: none"> • Practice the principles of crisis intervention in a group |
| <p>9. WHAT IS CRISIS MANAGEMENT Objective: To develop the skills of managing crisis</p> <ul style="list-style-type: none"> • To understand the meaning of crisis management • To develop the skills of managing crisis in regard to immediate needs and long term needs | <ul style="list-style-type: none"> • Discussion on the how to manage crisis |
| <p>10. ROLE OF COUNSELLOR DURING CRISIS MANAGEMENT Objective: To understand the role of the counsellor during crisis</p> <ul style="list-style-type: none"> • To understand the role of the counsellor during crisis • To develop the skills of managing crisis | <ul style="list-style-type: none"> • Ask two trainees to face to face. one will be the counsellor and the other the counsellee • Practice the skills of managing crisis. |
| <p>11. WHAT IS TRAUMA Objective: To understand the meaning of trauma</p> <ul style="list-style-type: none"> • To understand the meaning of trauma • To understand the different types of trauma • To understand the different reaction to trauma | <ul style="list-style-type: none"> • Discussion on the different types and reaction to trauma and ways to identify them with the help of understanding the different symptoms. |
| <p>12. SPECIFIC TECHNIQUES IN TRAUMA COUNSELLING Objective: To develop specific skills for trauma counselling</p> <ul style="list-style-type: none"> • To develop the specific skills in trauma counselling | <ul style="list-style-type: none"> • Ask two trainees to face to face. one will be the counsellor and the other the counsellee • Practice the skills of trauma counselling |

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| <p>13. UNDERSTANDING POST TRAUMATIC STRESS DISORDER(PTSD) Objective: To develop specific skills of counselling victims with PTSD</p> <ul style="list-style-type: none"> To understand the meaning of POST Traumatic Stress Disorder (PTSD) To learn the skills for managing PTSD | <ul style="list-style-type: none"> Discussion Get the group to form a circle. Make two trainees sit in the centre and practice the techniques of counselling victims suffering from PTSD |
| <p>14. ROLE OF COUNSELLOR IN TRAUMA COUNSELLING DURING CRISIS MANAGEMENT Objective: To understand the role of the counsellor during crisis</p> <ul style="list-style-type: none"> To understand the role of the counsellor in trauma counselling To develop the skills of managing trauma | <ul style="list-style-type: none"> Ask two trainees to face to face. one will be the counsellor and the other the counsellee Practice the skills of managing trauma |
| <p>15. SPECIFIC TECHNIQUES IN GRIEF COUNSELLING Objective: To develop specific skills in grief counselling</p> <ul style="list-style-type: none"> To understand the principles of grief counselling To understand and develop skills in grief counselling | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees do role play on grief counselling |
| <p>16. SOME MAJOR COPING STRATEGIES Objective: To develop coping strategies and mechanism in disaster management</p> <ul style="list-style-type: none"> To develop different coping skills to manage crisis To develop different coping skills to manage disaster | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees do role play on the major coping strategies |
| <p>17. REHABILITATION COUNSELLING STRATEGIES Objective: To develop skills for rehabilitation counselling</p> <ul style="list-style-type: none"> To develop skills for counselling victims in rehabilitation | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees do role play on the skills for rehabilitation counselling |
| <p>18. DIFFERENT COGNITIVE AND BEHAVIORAL INTERVENTION USED IN MANAGING CRISIS AND DISASTER Objective: To develop the skills of using different cognitive and behavioral intervention</p> <ul style="list-style-type: none"> To understand the meaning and skills of cognitive intervention To understand the meaning and skills of behavioral intervention To learn relaxation technique | <ul style="list-style-type: none"> Class practice: Get the group to form a circle. Make two trainees do role play on the major coping strategies To learn Jacobsons Progressive Relaxation Technique |
| <p>19. ANXIETY IN CHILDREN & ADOLESCENTS Objective: To understand the concept and develop skills of managing anxiety in children and adolescents</p> <ul style="list-style-type: none"> To understand the causes, signs and symptoms of anxiety in children and adolescents To learn the techniques of handling children with anxiety | <ul style="list-style-type: none"> Get the group to use the techniques of managing children with anxiety |
| <p>20. DIFFERENT APPROACHES IN COUNSELLING Objective: To develop the skills of alternative approaches to counselling</p> <ul style="list-style-type: none"> To understand the meaning and develop skills | <ul style="list-style-type: none"> Get the trainees to organized group counselling |

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| of using different approaches in counselling like group, family, community etc. | |
| <p>21. COUNSELLING THE SUICIDAL Objective: To understand the concept counselling the suicidal.</p> <ul style="list-style-type: none"> To understand the concept of suicide, the various techniques and the mental state of the suicidal person. To understand the need and importance of counselling the suicidal To understand the techniques used to help the suicidal person. | <ul style="list-style-type: none"> Practice session on the various techniques used in understanding the suicidal and help the person to overcome the same. |
| <p>22. PREPAREDNESS TO DISASTER Objective: To develop the skills of preparing for crisis and disaster</p> <ul style="list-style-type: none"> To understand the meaning of crisis management <p>To develop the skills of managing crisis</p> | <ul style="list-style-type: none"> To invite specialist in disaster management to teach on the physical, social and psychological preparedness to disaster |
| <p>23. CASE REVIEWS OF MAJOR CRISIS ACROSS THE COUNTRYCASE Objective: To review cases on major crisis</p> <ul style="list-style-type: none"> To understand how to review cases To understand how disaster management is conducted by reviewing the different cases To understand the format to write case study | <ul style="list-style-type: none"> Use of CD/ movie clips for case discussion to understand the real life situation and how different issues are resolved To practice writing case studies |
| <p>24. UNDERSTAND THE DIFFERENT SUPPORT REQUIRED Objective: To develop the skills of different support required in managing crisis and disaster</p> <ul style="list-style-type: none"> To understand the different support required like research, training, networking, policies for effective management of disaster | <ul style="list-style-type: none"> To conduct awareness programme on disaster management To discuss how the different support system can be developed |
| <p>25. REHABILITATION AND SOCIAL REINTEGRATION Objective: To understand the meaning of rehabilitation and the need for social integration</p> <ul style="list-style-type: none"> To understand the meaning of rehabilitation To understand the need and process of social reintegration | <ul style="list-style-type: none"> To discuss the process of social reintegration |
| <p>26. STRESS MANAGEMENT & BURNOUT Objective: To understand the meaning of stress and burn out and management of the stress.</p> <ul style="list-style-type: none"> To understand the meaning of stress and the different types of stressors To understand the need and importance of stress management. To understand the meaning of burn out | <ul style="list-style-type: none"> Practice session on the different techniques used in stress management. Discussion on the effect of burn out and management of the same. |
| <p>27. REFERRAL , TERMINATION & ETHICS IN CRISIS AND DISASTER COUNSELLING Objective: To understand referral and termination and the principles of ethics in context of HIV & AIDS counselling</p> <ul style="list-style-type: none"> To understand and develop a referral system To understand the techniques in termination To understand ethics of counselling in the context of crisis and disaster counselling | <ul style="list-style-type: none"> Ask the trainees to make a list of referral |
| <p>28. VISIT TO DISASTER HIT/ PRONE AREAS Objective: To understand ground</p> | <ul style="list-style-type: none"> Visit to disaster hit/ prone areas |

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| <p><i>realities of disaster management</i></p> <ul style="list-style-type: none"> • To understand the ground realities of crisis & disaster • To link theory to practical in managing crisis and disaster | |
| <p>29. FIELD TRAINING <i>Objective: To understand how to work in an organisation</i></p> <ul style="list-style-type: none"> • To understand work done in the field level. • To understand when and to whom to refer and network for professional collaboration | <ul style="list-style-type: none"> • Training with an organisation or an institute to transfer theory to practice. |
| <p>30. CLINICAL SUPERVISION <i>Objective: To understand the progress of counselling skills practice under supervision of faculties.</i></p> <ul style="list-style-type: none"> • To understand the level of improvement through individual supervision of the practical work by the faculties. | <ul style="list-style-type: none"> • Individual supervision by the faculties of all practical work submitted by the trainees |
| <p>31. PAPER PRESENTATION <i>Objective: To develop the skills of presentation</i></p> <ul style="list-style-type: none"> • To understand the process of preparation and presentation of a topic. | <ul style="list-style-type: none"> • Practice on use of power point presentation and delivery of a session on a particular topic |

Methodology:

Above practices may be imparted to the trainees by using movie clips, CD, games, examples, stories, role play, exercises, case studies, brain storming, homework assignments and audio visual aids

List of machines & equipment for a batch of 20

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| 1. P. C latest configuration with multimedia facility | 1 |
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| 8. White Board | 1 |

Level – II

Module No. VIII

1. Name of the Module : Corporate Counsellor
2. Sector : Counselling Skills
3. Code : CSK209
4. Minimum. Entry Qualification : 10th class pass + CSK101
5. Minimum Age : 16 Years
6. Duration : 100 hours
7. Space : 60 Sq mtr(Max. Length- 10 mtr)
8. Power norms : 1.5 Kw
9. Qualification of the Instructors : MA in Psychology/ Education

Terminal competency: After completion of the course the trainee will be able

- To work as counselors in health resorts, spa, multinational companies, Human Resource Development sectors

| THEORY | PRACTICAL |
|---|--|
| <p>1. ENHANCING COMMUNICATION SKILLS <i>Objective: To understand the concept and skills of effective communication</i></p> <ul style="list-style-type: none"> • To understand the difference between verbal and non-verbal communication • To understand expressive and receptive skills | <ul style="list-style-type: none"> • Use standardised checklist on listening skills and understanding communication skills. • Role play on communication and listening |
| <p>2. INTERPERSONAL RELATIONSHIP SKILLS <i>Objective: To develop and understand the concept and skills of interpersonal relationship</i></p> <ul style="list-style-type: none"> • How to establish effective interpersonal relationship • The influence of interpersonal relationship at home and in the work place | <ul style="list-style-type: none"> • Use standardised checklist on interpersonal relationship. • Discussion on how to establish effective interpersonal relationship. |
| <p>3. ENHANCING POSITIVE ATTITUDE <i>Objective: To develop and understand the concept and skills of enhancing positive attitude</i></p> <ul style="list-style-type: none"> • To understand the meaning of positive attitude and how it is formed • To understand how to maintain positive attitude and | <ul style="list-style-type: none"> • Discussion on how to enhance positive attitude |
| <p>4. TRANSACTIONAL ANALYSIS (TA) USED FOR UNDERSTANDING SELF AND OTHERS <i>Objective: To understand and develop skills to use TA</i></p> <ul style="list-style-type: none"> • To understand the technique of transactional analysis • To develop the skills of using TA | <ul style="list-style-type: none"> • Ask the trainees to face each other. One will be the counsellor and the other the counsellee. • Practice the techniques of TA on a one to one basis |
| <p>5. UNDERSTANDING DIFFERENT MENTAL DISORDERS IN ADULTS. (NEUROSIS & PSYCHOSIS) <i>Objective: To understand the concept of different mental disorders in adults.</i></p> | <ul style="list-style-type: none"> • Discussion on the different neurosis and psychosis and ways to identify them with the help of understanding the different symptoms. |

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| <ul style="list-style-type: none"> To understand the different mental disorders that may occur in adults. To understand the difference between neurosis and psychosis. | |
| <p>6. EMOTIONAL INTELLIGENCE <i>Objective: Understanding the concept of emotional intelligence</i></p> <ul style="list-style-type: none"> To understand the concept of emotional intelligence and its different aspects. | <ul style="list-style-type: none"> Discussion on how to enhance the different aspects of emotional intelligence to understand self and others. Checklist on assessment one's level of emotional intelligence |
| <p>7. AIMS OF CORPORATE COUNSELLING <i>Objective: To understand the aim of corporate counselling</i></p> <ul style="list-style-type: none"> How to take care of employees' mental health and emotional well-being Facilitating employee's to manage their potential more effectively To balance work and family life To provide emotional support so that the employees do not suffer from unhealthy stress and burnout. To provide training on personality development, decision making, effective communication, soft skills training, etiquette training, time management and similar other programmes | <ul style="list-style-type: none"> To discuss the aims of corporate counselling and the role of corporate counsellor |
| <p>8. UNDERSTANDING THE PROCESS OF CORPORATE COUNSELLING <i>Objective: To understand the process of counselling</i></p> <ul style="list-style-type: none"> To understand the process of counselling in industries To understand the basic principles of corporate counselling | <ul style="list-style-type: none"> To brainstorm on the basic principles of corporate counselling |
| <p>9. ATTRIBUTES OF EFFECTIVE CORPORATE COUNSELLOR <i>Objective: To promote the attributes or qualities of an effective corporate counselor</i></p> <ul style="list-style-type: none"> What are the qualities of an effective counsellor How to develop these qualities | <ul style="list-style-type: none"> Class discussion on the different qualities of a corporate counsellor and the importance of client – counsellor relationship |
| <p>10. CROSS-CULTURAL COUNSELLING <i>Objective: To develop the skills of cross cultural counselling</i></p> <ul style="list-style-type: none"> To understand the different models of Asian/Western cultures To understand the influence of different culture for business interactions and social exchanges. | <ul style="list-style-type: none"> Class discussion on India and other countries |
| <p>11. MOTIVATING PEOPLE <i>Objective: To understand how to motivate employees</i></p> <ul style="list-style-type: none"> To understand the psychological bases of motivation To understand how to motivate peers/subordinates | <ul style="list-style-type: none"> Class discussion on techniques of motivation |
| <p>12. MANAGING ANGER <i>Objective: To develop techniques to manage anger</i></p> | <ul style="list-style-type: none"> Role play on the different techniques of managing anger |

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| <ul style="list-style-type: none"> • To understand the harmful effects of anger • To understand the different techniques to reduce anger • How anger can be used constructively | |
| <p>13. GROUP COUNSELLING <i>Objective: To understand the concept and develop skills of group counselling</i></p> <ul style="list-style-type: none"> • To understand the concept of group counselling and its uses • To develop the skills of group counselling | <ul style="list-style-type: none"> • Get the group to use the techniques of group counselling |
| <p>14. TIME MANAGEMENT <i>Objective: To understand the concept of time management.</i></p> <ul style="list-style-type: none"> • To understand the various ways individuals structure time in daily life. • To understand how to prioritizing time • To understand peak time and performance | <ul style="list-style-type: none"> • Discussion on how to improve time management. |
| <p>15. STRESS MANAGEMENT & BURNOUT <i>Objective: To understand the meaning of stress and burn out and management of the stress.</i></p> <ul style="list-style-type: none"> • To understand the need and importance of stress management. • To understand the meaning of burn out • To understand the techniques used to enhance the capacity of self to manage stress effectively. | <ul style="list-style-type: none"> • Practice session on the different techniques used in stress management. • Discussion on the effect of burn out and management of the same. |
| <p>16. COUNSELLING THE SUICIDAL <i>Objective: To understand the concept counselling the suicidal.</i></p> <ul style="list-style-type: none"> • To understand the concept of suicide, the various techniques and the mental state of the suicidal person. • To understand the need and importance of counselling the suicidal especially the youth. • To understand the techniques used to help the suicidal person. | <ul style="list-style-type: none"> • Practice session on the various techniques used in understanding the suicidal and help the person to overcome the same. |
| <p>17. LEADERSHIP & TEAM BUILDING <i>Objective: To understand the need and importance of Leadership & team building</i></p> <ul style="list-style-type: none"> • To understand the meaning and role of leadership • To learn leadership skills • To understand the meaning and role of team building • To learn skills of team building | <ul style="list-style-type: none"> • To use standardized checklist on leadership skills and team building for the trainees so as to understand their level of skills and to enhance their awareness level |
| <p>18. COUNSELLING THE SUBSTANCE DEPENDENT AND ALCOHOLICS <i>Objective: To understand the concept of substance and alcohol abuse.</i></p> <ul style="list-style-type: none"> • To understand the different substance and alcohol abuse • To understand the management and techniques of counselling substance and alcohol dependents. | <ul style="list-style-type: none"> • Practice session on the various techniques of individual and group counselling substance and alcohol dependents. |
| <p>19. CONFLICT MANAGEMENT <i>Objective: To understand the concept conflict management.</i></p> <ul style="list-style-type: none"> • To understand the need and importance of resolving conflict and its influence at workplace and home. | <ul style="list-style-type: none"> • Checklist to evaluate the self on the various techniques of conflict management. |

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| <ul style="list-style-type: none"> To understand the techniques used to enhance the capacity of self to manage conflicts effectively. | |
| <p>20. ART OF MENTORING <i>Objective: To understand the need and importance of mentoring</i></p> <ul style="list-style-type: none"> To understand the meaning and role of mentoring To learn skills of mentoring To understand the importance of mentoring for future development of the organisation | <ul style="list-style-type: none"> To practice the skills of mentoring on a one to one basis |
| <p>21. CASE REVIEWS OF MAJOR CRISIS ACROSS THE COUNTRYCASE <i>Objective: To review cases on issues related to corporate counselling</i></p> <ul style="list-style-type: none"> To understand how to review cases To understand how the different issues related to corporate counselling is handled To understand the format to write case study | <ul style="list-style-type: none"> Use of CD/ movie clips for case discussion to understand the real life situation and how different issues are resolved To practice writing case studies |
| <p>22. VISIT TO INDUSTRIES <i>Objective: To understand how to link theory to practice by interacting with clients.</i></p> <ul style="list-style-type: none"> To understand knowledge transfer by putting theory to practice. | <ul style="list-style-type: none"> To observe the running of a Human Resource department and how they manage people To write the report on the same |
| <p>23. FIELD TRAINING <i>Objective: To understand how to work in an organisation</i></p> <ul style="list-style-type: none"> To understand work done in the field level. To understand when and to whom to refer and network for professional collaboration | <ul style="list-style-type: none"> Training with an organisation or an institute to transfer theory to practice. |
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