



॥ मा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

स्वामी रामानंद तीर्थ
मराठवाडा विद्यापीठ, नांदेड

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

Fax : (02462) 215572

Academic-1 (BOS) Section

website: srtmun.ac.

Phone: (02462)215542

E-mail: bos@srtmun.ac.

मानवविज्ञान विद्याशाखे अंतर्गत राष्ट्रीय
शैक्षणिक धोरण २०२० नुसार PG
Diploma in Guidance and Counseling
हा अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष
२०२४-२५ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, या विद्यापीठा अंतर्गत येणा-या सर्व संलग्नित महाविद्यालये, विद्यापीठ संचलित महाविद्यालय, विद्यापीठ परिसर संकुले व उपपरिसर संकुलामध्ये शैक्षणिक वर्ष २०२४-२५ पासून पदवीस्तरावर राष्ट्रीय शैक्षणिक धोरण -२०२० लागू करण्यात आले आहे. त्यानुसार मानवविज्ञान विद्याशाखे अंतर्गत येणा-या PG Diploma in Guidance and Counseling हा एक वर्षीय अभ्यासक्रम लागू करण्याच्या दृष्टीने मा. कुलगुरू महोदयांनी मा. विद्यापरिपदेच्या मान्यतेच्या अधीन राहून मान्यता प्रदान केली आहे. त्यानुसार PG Diploma in Guidance and Counseling हा एक वर्षीय अभ्यासक्रम शैक्षणिक वर्ष २०२४-२५ पासून लागू करण्यात येत आहे.

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,

विष्णुपुरी, नांदेड - ४३१ ६०६.

जा.क्र.:शै-१/एनइपी/मा.वि.वि.अभ्यासक्रम/२०२४-२५/१९८

दिनांक ०१.०८.२०२४

- प्रत : १) मा. आधिष्ठाता, मानवविज्ञान विद्याशाखा, प्रस्तुत विद्यापीठ.
२) मा. संचालक, परीक्षा व मुल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
३) मा. प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
४) मा. संचालक, सर्व संकुले परिसर व उपपरिसर, प्रस्तुत विद्यापीठ
५) मा. प्राचार्य, न्यू मॉडल डिग्री कॉलेज हिंगोली.
६) सिस्टीम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. याना देवून कळविण्यात येते की, सदर परिपत्रक संकेतस्थळावर प्रसिध्द करण्यात यावे.

CPano

डॉ. सरिता लोसरवार

सहा.कुलसचिव

शैक्षणिक (१-अभ्यासमंडळ) विभाग

**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY,
NANDED-431 606 (MAHARASHTRA)**



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड.

**‘POST GRADUATE DIPLOMA IN GUIDANCE AND
COUNSELING’
(PGDGC)
(Skill Based Programme)**

**OFFERED BY
SCHOOL OF SOCIAL SCIENCES
SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY
SUB-CAMPUS, LATUR**

(Commencement from academic year 2024-25)

Swami Ramanand Teerth Marathwada University, Nanded's
Sub-Campus, Latur
School of Social Sciences
'Post Graduate Diploma in Guidance and Counseling' (PGDGC)

Year of Implementation:

This programme will be implemented from *academic year 2024-25*

School of Social Sciences:

The School of Social Sciences of Latur sub-centre of S.R.T.M. University was established in the academic year 2009-10 with one teaching curriculum of M.A. in Economics. At present, School offers two more programmes namely M.S.W. and M.A. Sociology. The primary objective of this school is to uncover various aspects of human life (i.e. social, political, economical, and ethical development etc.) through the teaching-learning process programmed with a University degree. School of Social Sciences, Sub-Campus, Latur has its own license version of Statistical Package for Social Sciences (SPSS) software. Moreover, School of Social Sciences is an active research center of the University.

About the Course:

In today's complex and interconnected world, the significance of mental health and well-being cannot be overstated. The Post Graduate Diploma in Guidance and Counseling stands as a beacon of hope, addressing the pressing need for qualified professionals adept at navigating the intricate terrain of human emotions and behaviors. At the heart of this diploma lies a commitment to mental health advocacy. Through a comprehensive curriculum blending theory with practical experience, individuals are empowered to become experts of emotional wellness, equipped to tackle the myriad challenges faced by individuals in contemporary society.

This diploma serves as a catalyst for career advancement, offering a pathway to diverse and fulfilling professional opportunities. Whether within the realms of education, healthcare, or corporate settings, the demand for skilled guidance counselors continues to soar, with graduates positioned as invaluable assets in an ever-evolving landscape. Beyond professional acumen, the journey through this program is one of profound personal growth. Participants are invited to

embark on a transformative odyssey of self-discovery, honing their empathetic capacities and interpersonal skills, thus fostering a deeper understanding of themselves and others.

Scope after PGDGC:

Within the hallowed halls of educational institutions, guidance counselors emerge as beacons of support and solace for students navigating the tumultuous seas of academia and adolescence. From academic guidance to social-emotional support, they serve as steadfast allies in the pursuit of holistic development. In the serene sanctuaries of clinical environments, guidance counselors extend compassionate care to individuals grappling with the shadows of mental illness. Armed with therapeutic techniques and unwavering empathy, they offer a lifeline to those traversing the labyrinthine corridors of psychological distress.

Amidst the bustling corridors of corporate entities, guidance counselors emerge as custodians of employee well-being. Through initiatives centered on stress management, conflict resolution, and career development, they nurture thriving ecosystems where individuals can flourish and thrive. In the vibrant tapestry of community life, guidance counselors weave threads of support and solidarity. Whether within the confines of non-governmental organizations or community centers, they stand as stalwart allies for individuals and families navigating the choppy waters of adversity. Embarking on the path of entrepreneurship, graduates carve out their niche in the realm of private practice. Armed with specialized expertise and boundless compassion, they offer bespoke services tailored to the unique needs of their clients, fostering healing and transformation.

Eligibility:

This course is a skilled based course. Any students pursuing or completed his/her graduation or post graduation studies or research student or faculties, etc. can enroll to this course. 50% seats are reserved for the BSW/MSW students

Intake of the Course: 20

Admission: As per the University rules and regulation

Semester-I							
Course Code	Course Name	Credits Assigned			Teaching Scheme Hrs./Week		
		Theory	Practical	Total	Theory	Practical	Total
PGDGC-1	Foundations of Counseling Psychology	4	--	4	4	--	4
PGDGC-2	Theories and Models of Counseling	4	--	4	4	--	4
PGDGC-3	Counseling Skills and Techniques	4	--	4	4	--	4
PGDGC-4	Psychopathology and Mental Health Assessment	4	--	4	4	--	4
PGDGC-5	Practicum in Counseling: Supervised Field Experience (Part 1)	--	4	4	--	8	8
	Total	16	4	20	16	8	24
Semester-II							
Course Code	Course Name	Credits Assigned			Teaching Scheme Hrs./Week		
		Theory	Practical	Total	Theory	Practical	Total
PGDGC-6	Counseling Ethics and Professional Issues	4	--	4	4	--	4
PGDGC-7	Multicultural Counseling and Diversity Issues	4	--	4	4	--	4
PGDGC-8	Group Counseling and Dynamics	4	--	4	4	--	4
PGDGC-9	Career Counseling and Development	4	--	4	4	--	4
PGDGC-10	Practicum in Counseling: Supervised Field Experience (Part 2)	--	4	4	--	8	8
	Total	16	4	20	16	8	24
	Grand Total (Sem I + Sem II)	32	8	40	32	16	48

EXAMINATION STRUCTURE

Semester-I

Code	Course Title	Continuous Assessment				ESE	Total (6+7)
		Test-I (3)	Test-II (4)	Assign. (5)	Average of T1+T2+Assig/3 (6)	Term End Exam (7)	
PGDGC-1	Foundations of Counseling Psychology	20	20	20	20	80	100
PGDGC-2	Theories and Models of Counseling	20	20	20	20	80	100
PGDGC-3	Counseling Skills and Techniques	20	20	20	20	80	100
PGDGC-4	Psychopathology and Mental Health Assessment	20	20	20	20	80	100
PGDGC-5	Practicum in Counseling: Supervised Field Experience (Part 1)	Assessment method for practicum is provided at the end of syllabi = 20				Detailed Report: 80	100

Semester-II

Code	Course Title	Continuous Assessment				ESE	Total (6+7)
		Test-I (3)	Test-II (4)	Assign. (5)	Average of T1+T2+Assig/3 (6)	Term End Exam (7)	
PGDGC-6	Counseling Ethics and Professional Issues	20	20	20	20	80	100
PGDGC-7	Multicultural Counseling and Diversity Issues	20	20	20	20	80	100
PGDGC-8	Group Counseling and Dynamics	20	20	20	20	80	100
PGDGC-9	Career Counseling and Development	20	20	20	20	80	100
PGDGC-10	Practicum in Counseling: Supervised Field Experience (Part 2)	Assessment method for practicum is provided at the end of syllabi = 20				Detailed Report: 80	100



Swami Ramanand Teerth Marathwada University, Nanded
School of Social Sciences, Sub-Campus, Latur
Under the Faculty of Humanities
Post Graduate Diploma in Guidance and Counseling

Semester-I							
Course Code	Course Name	Credits Assigned			Teaching Scheme Hrs./Week		
		Theory	Practical	Total	Theory	Practical	Total
PGDGC-1	Foundations of Counseling Psychology	4	--	4	4	--	4
PGDGC-2	Theories and Models of Counseling	4	--	4	4	--	4
PGDGC-3	Counseling Skills and Techniques	4	--	4	4	--	4
PGDGC-4	Psychopathology and Mental Health Assessment	4	--	4	4	--	4
PGDGC-5	Practicum in Counseling: Supervised Field Experience (Part 1)	--	4	4	--	8	8
	Total	16	4	20	16	8	24



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Course Code: PGDGC-1

Course Title: Foundations of Counseling Psychology

Course Objectives:

1. Understand the historical development and theoretical foundations of guidance and counseling psychology.
2. Analyze and evaluate major psychological theories and frameworks relevant to counseling practice.
3. Apply developmental psychology principles to understand human behavior across the lifespan and its implications for counseling interventions.
4. Develop cultural competence and awareness of diversity issues in counseling practice.

Course Outcomes:

1. Students will demonstrate knowledge of the historical evolution of guidance and counseling psychology, including key figures, theories, and milestones in the field's development.
2. Students will critically evaluate and compare different psychological theories and frameworks, applying them to counseling scenarios to understand their practical implications.
3. Students will be able to identify and describe key developmental stages and milestones across the lifespan, and apply developmental theories to counseling interventions.
5. Students will demonstrate effective communication skills in counseling contexts, including active listening, empathy, and rapport-building with clients from diverse backgrounds.

Detailed Syllabus:

Module No.	Unit No.	Name of Topic	Hrs (1hr=60m)
1.	Introduction to Guidance and Counseling Psychology		12
	1.1	Overview of guidance and counseling psychology	
	1.2	Historical perspectives and evolution of counseling	
	1.3	The role and significance of guidance and counseling in contemporary society	
	1.4	Differentiating between guidance and counseling	
	1.5	Ethical considerations in guidance and counseling practice	
2.	Psychological Theories and Frameworks in Counseling		12
	2.1	Overview of major psychological theories relevant to counseling (e.g., psychoanalytic, humanistic, cognitive-behavioral)	
	2.2	Understanding personality development within counseling frameworks	
	2.3	Application of theories to counseling practice	
	2.4	Critique and comparison of different counseling approaches	
	2.5	Integration of multiple theories in counseling interventions	
3	Developmental Psychology and Lifespan Development		12
	3.1	Understanding human development across the lifespan	
	3.2	Key developmental stages and milestones	
	3.3	Influence of biological, psychological, and social factors on development	
	3.4	Developmental challenges and transitions	
	3.5	Implications of developmental theories for counseling practice	
4.	The Counseling Process: Assessment, Diagnosis, and Treatment Planning		12
	4.1	Overview of the counseling process from intake to termination	
	4.2	Assessment techniques in counseling (e.g., interviews, psychometric assessments)	

	4.3	Diagnosis and formulation of client issues	
	4.4	Treatment planning and goal setting in counseling	
	4.5	Monitoring and evaluating client progress	
5.	Diversity and Cultural Competence in Counseling		12
	5.1	Understanding cultural diversity and its impact on counseling	
	5.2	Cultural competency and ethical considerations in counseling practice	
	5.3	Intersectionality of identities (e.g., race, ethnicity, gender, sexual orientation) in counseling	
	5.4	Strategies for promoting inclusivity and cultural sensitivity in counseling	
	5.5	Addressing cultural biases and stereotypes in counseling interactions	
		Total	60

References:

1. Corey, G., Corey, M. S., & Corey, C. (2020). Introduction to Counseling and Psychotherapy: Theory, Research, and Practice. Cengage Learning.
2. Gladding, S. T. (2017). Counseling: A Comprehensive Profession. Pearson.
3. Neukrug, E. S. (2016). The World of the Counselor: An Introduction to the Counseling Profession. Cengage Learning.
4. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society. Cengage Learning.
5. Neukrug, E. S. (2016). Theory, Practice, and Trends in Human Services: An Introduction. Cengage Learning.
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13. Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
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Under the Faculty of Humanities
Post Graduate Diploma in Guidance and Counseling

Course Code: PGDGC-2

Course Title: Theories and Models of Counseling

Course Objectives:

1. Understand the foundational principles and key concepts of major counseling theories and models.
2. Analyze and evaluate the strengths, limitations, and practical applications of different counseling approaches.
3. Develop the ability to integrate various theoretical perspectives into counseling practice based on client needs and presenting issues.
4. Demonstrate critical thinking skills in selecting and applying appropriate counseling interventions informed by theoretical understanding.

Course Outcomes:

1. Students will demonstrate knowledge of the historical development, core concepts, and key principles of major counseling theories, including psychodynamic, humanistic, cognitive-behavioral, and integrative approaches.
2. Students will critically evaluate and compare different counseling theories and models, identifying their respective strengths, limitations, and applicability to diverse client populations and presenting concerns.
3. Students will be able to integrate theoretical concepts and techniques from multiple counseling approaches to develop comprehensive and client-centered treatment plans.

4. Students will demonstrate proficiency in applying counseling interventions informed by theoretical understanding, adapting their approach based on ongoing assessment and client feedback.

Detailed Syllabus:

Module No.	Unit No.	Name of Topic	Hrs (1hr=60m)
1.	Introduction to Counseling Theories and Models		12
	1.1	Overview of counseling theories and their significance in the counseling process	
	1.2	Historical evolution of counseling theories	
	1.3	Understanding the role of theory in counseling practice	
	1.4	Comparison of major counseling paradigms (e.g., psychodynamic, humanistic, cognitive-behavioral)	
2.	Psychodynamic Approaches to Counseling		12
	2.1	Overview of Freudian psychoanalytic theory	
	2.2	Key concepts such as the unconscious, defense mechanisms, and psychosexual stages	
	2.3	Application of psychodynamic principles in counseling practice	
	2.4	Critique and contemporary adaptations of psychodynamic approaches	
3	Humanistic and Existential Approaches to Counseling		12
	3.1	Overview of humanistic theories (e.g., person-centered therapy, Gestalt therapy)	
	3.2	Core concepts such as self-actualization, congruence, and the here-and-now experience	
	3.3	Existential themes in counseling, including meaning-making, freedom, and responsibility	
	3.4	Application of humanistic and existential principles in counseling practice	

4.	Cognitive-Behavioral Approaches to Counseling		12
	4.1	Overview of cognitive-behavioral theory and its evolution	
	4.2	Key concepts such as cognitive restructuring, behavioral activation, and exposure therapy	
	4.3	Application of cognitive-behavioral techniques in counseling interventions	
	4.4	Integration of cognitive-behavioral strategies with other counseling approaches	
5.	Integrative and Eclectic Approaches to Counseling		12
	5.1	Overview of integrative and eclectic counseling models	
	5.2	Rationale for integrating multiple theoretical perspectives in counseling	
	5.3	Common integrative frameworks (e.g., assimilative integration, common factors approach)	
	5.4	Case conceptualization and treatment planning in integrative counseling practice	
		Total	60

References:

1. Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
2. Corsini, R. J., & Wedding, D. (2017). *Current Psychotherapies*. Cengage Learning.
3. McLeod, J. (2019). *An Introduction to Counselling*. McGraw-Hill Education.
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8. Dryden, W. (2018). *Rational Emotive Behaviour Therapy*. SAGE Publications Ltd.
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Under the Faculty of Humanities
Post Graduate Diploma in Guidance and Counseling

Course Code: PGDGC-3

Course Title: Counseling Skills and Techniques

Course Objectives:

1. Develop foundational counseling skills essential for effective therapeutic practice.
2. Understand the importance of the therapeutic relationship and ethical considerations in counseling interactions.
3. Enhance active listening, empathic understanding, and communication skills to facilitate client exploration and insight.
4. Practice and integrate a range of counseling techniques and interventions into counseling sessions.

Course Outcomes:

1. Students will demonstrate proficiency in basic counseling skills, including active listening, empathy, and rapport-building, through role-plays and simulated counseling sessions.
2. Students will recognize the significance of the therapeutic relationship in counseling and adhere to ethical guidelines and boundaries in their interactions with clients.
3. Students will exhibit improved active listening skills and empathic understanding through the use of reflective techniques and responses in counseling scenarios.
4. Students will apply a variety of counseling techniques and interventions effectively in counseling sessions, demonstrating the ability to tailor interventions to meet the unique needs of clients and address presenting issues.

Detailed Syllabus:

Module No.	Unit No.	Name of Topic	Hrs (1hr=60m)
1.	Introduction to Counseling Skills and the Therapeutic Relationship		12
	1.1	Overview of basic counseling skills (e.g., active listening, empathy, rapport-building)	
	1.2	Understanding the importance of the therapeutic relationship in counseling	
	1.3	Ethical considerations and boundaries in the counseling relationship	
	1.4	Introduction to microskills: attending, responding, and questioning techniques	
2.	Building Rapport and Establishing Trust		12
	2.1	Strategies for building rapport and establishing trust with clients	
	2.2	Techniques for creating a safe and supportive counseling environment	
	2.3	Understanding nonverbal communication and its impact on the counseling process	
	2.4	Addressing client resistance and ambivalence in the early stages of counseling	
3	Active Listening and Reflective Skills		12
	3.1	Developing active listening skills to fully engage with clients	
	3.2	Practicing paraphrasing, summarizing, and reflection of feeling	
	3.3	Enhancing empathic understanding and validation in counseling interactions	
	3.4	Using silence and minimal encouragers effectively in the counseling process	
4.	Questioning and Clarification Techniques		12

	4.1	Types of questions used in counseling (e.g., open-ended, closed-ended, probing)	
	4.2	Strategies for asking effective questions to gather information and facilitate exploration	
	4.3	Techniques for clarifying client statements and checking for understanding	
	4.4	Avoiding leading or judgmental questioning in counseling sessions	
5.	Response Skills and Intervention Strategies		12
	5.1	Developing response skills to facilitate client exploration and insight	
	5.2	Techniques for providing feedback and offering constructive confrontation	
	5.3	Introduction to specific counseling interventions (e.g., reflection of meaning, reframing, problem-solving)	
	5.4	Practice applying different intervention strategies to case scenarios	
		Total	60

References:

1. Egan, G. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Cengage Learning.
2. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. Cengage Learning.
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Swami Ramanand Teerth Marathwada University, Nanded
School of Social Sciences, Sub-Campus, Latur
Under the Faculty of Humanities
Post Graduate Diploma in Guidance and Counseling

Course Code: PGDGC-4

Course Title: Psychopathology and Mental Health Assessment

Course Objectives:

1. Gain knowledge of theoretical frameworks and classification systems to comprehend the nature and manifestation of mental health disorders.
2. Acquire skills in assessing and diagnosing various mental health disorders using standardized assessment tools and diagnostic criteria.
3. Develop awareness of cultural, social, and ethical considerations in diagnosing and treating mental health disorders to ensure culturally sensitive and effective counseling practices.
4. Apply theoretical knowledge and assessment skills to develop comprehensive treatment plans and interventions tailored to individual clients' needs.

Course Outcomes:

1. Students will demonstrate an understanding of different theoretical perspectives in psychopathology and their application in clinical practice.
2. Students will exhibit proficiency in administering and interpreting standardized mental health assessment tools for accurate diagnosis and treatment planning.
3. Students will demonstrate awareness of cultural factors influencing the manifestation and treatment of mental health disorders, ensuring culturally competent counseling practices

4. Students will integrate theoretical knowledge and assessment skills into counseling practice, effectively collaborating with multidisciplinary teams to provide holistic care for clients with mental health concerns.

Detailed Syllabus:

Module No.	Unit No.	Name of Topic	Hrs (1hr=60m)
1.	Introduction to Psychopathology		12
	1.1	Overview of psychopathology: historical perspectives and contemporary approaches.	
	1.2	Theoretical frameworks: psychoanalytic, cognitive-behavioral, humanistic, and biological perspectives.	
	1.3	Classification systems: DSM-5, ICD-10, and their applications in counseling practice.	
	1.4	Ethical considerations in diagnosing mental health disorders.	
2.	Understanding Mental Health Disorders		12
	2.1	Anxiety Disorders: Generalized Anxiety Disorder (GAD), Panic Disorder, Phobias, Obsessive-Compulsive Disorder (OCD), and Post-Traumatic Stress Disorder (PTSD).	
	2.2	Mood Disorders: Major Depressive Disorder (MDD), Bipolar Disorder, and Seasonal Affective Disorder (SAD).	
	2.3	Psychotic Disorders: Schizophrenia and Schizoaffective Disorder.	
	2.4	Substance-Related and Addictive Disorders: Substance Use Disorders and Gambling Disorder.	
	2.5	Neurodevelopmental Disorders: Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), and Intellectual Disability.	
3	Etiology and Risk Factors		12
	3.1	Biological factors: genetics, neurochemistry, and brain structure.	
	3.2	Psychological factors: trauma, stress, early experiences, and	

		cognitive vulnerabilities.	
	3.3	Social and environmental factors: family dynamics, socio-economic status, culture, and stigma.	
4.	Assessment Techniques		12
	4.1	Clinical Interviews: structured and semi-structured interviews for diagnostic purposes.	
	4.2	Observation: behavioral observations and functional assessments.	
	4.3	Psychological Testing: intelligence tests, personality inventories, and symptom checklists.	
	4.4	Neuropsychological Assessment: cognitive functioning and neurological impairments.	
	4.5	Diagnostic Criteria: understanding and applying the criteria outlined in diagnostic manuals (DSM-5, ICD-10).	
5.	Application in Counseling Practice		12
	5.1	Integrating psychopathology knowledge into counseling practice.	
	5.2	Collaborative approaches to mental health assessment within multidisciplinary teams.	
	5.3	Developing treatment plans and interventions based on assessment findings.	
	5.4	Cultural competence and sensitivity in diagnosing and treating mental health disorders.	
	5.5	Ethical considerations in counseling clients with mental health issues.	
		Total	60

References:

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Swami Ramanand Teerth Marathwada University, Nanded
School of Social Sciences, Sub-Campus, Latur
Under the Faculty of Humanities
Post Graduate Diploma in Guidance and Counseling

Course Code: PGDGC-5

Course Title: Practicum in Counseling: Supervised Field Experience (Part 1)

Course Description:

Part 1 of the practicum provides students with supervised field experience in counseling settings. Students will engage in observation, active participation, and reflection under the guidance of qualified supervisors.

Course Objectives:

1. Application of Counseling Theories and Techniques:
 - Observe and apply counseling theories and techniques in real-world counseling settings.
 - Develop skills in active listening, empathy, and rapport-building with clients.
2. Counseling Skills Development:
 - Enhance counseling skills through active participation in counseling sessions.
 - Practice conducting intake assessments, case conceptualization, and treatment planning.
3. Reflective Practice:
 - Engage in reflective practice through journaling and group discussions.
 - Receive and integrate constructive feedback from supervisors and peers.

Course Structure:

There will be a field work for 2 days in a week. Students will go through following steps during the field work:

1. Orientation and Introduction:

- Orientation to counseling settings, roles, and responsibilities.
- Introduction to ethical guidelines and professional conduct.

2. Observation and Participation:

- Observe counseling sessions conducted by experienced practitioners.
- Actively participate in counseling sessions under supervision.

3. Skill Development:

- Practice counseling skills, including active listening, empathy, and nonverbal communication.
- Conduct intake assessments, formulate case conceptualizations, and develop treatment plans.

4. Reflection and Feedback:

- Maintain reflective journals documenting counseling experiences and insights.
- Participate in group discussions to share experiences and receive feedback.

5. Supervision Sessions:

- Attend supervision sessions with qualified supervisors to review counseling cases and receive feedback.

Assessment Methods:

1. Performance evaluations by supervisors based on counseling competencies and professional conduct.
2. Reflective journals documenting counseling experiences, challenges, and learning opportunities.
3. Case presentations demonstrating intake assessments, case conceptualization, and treatment plans.
4. Participation in group discussions and peer feedback sessions.

Distribution of Marks:

Procedure	Viva	Report	Internal	Total
25	30	25	20	100



Swami Ramanand Teerth Marathwada University, Nanded
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Semester-II							
Course Code	Course Name	Credits Assigned			Teaching Scheme Hrs./Week		
		Theory	Practical	Total	Theory	Practical	Total
PGDGC-6	Counseling Ethics and Professional Issues	4	--	4	4	--	4
PGDGC-7	Multicultural Counseling and Diversity Issues	4	--	4	4	--	4
PGDGC-8	Group Counseling and Dynamics	4	--	4	4	--	4
PGDGC-9	Career Counseling and Development	4	--	4	4	--	4
PGDGC-10	Practicum in Counseling: Supervised Field Experience (Part 2)	--	4	4	--	8	8
	Total	16	4	20	16	8	24
	Grand Total (Sem I + Sem II)	32	8	40	32	16	48



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Course Code: PGDGC-6

Course Title: Counseling Ethics and Professional Issues

Course Objectives:

- 1) To comprehend the foundational ethical principles and standards that guide counseling practice.
- 2) To apply ethical decision-making models to analyze and resolve ethical dilemmas encountered in counseling practice.
- 3) To develop cultural competence and humility in working with diverse clients and communities, respecting their values, beliefs, and identities.
- 4) To recognize the importance of self-care and boundary management in maintaining personal well-being and professional competence.

Course Outcomes:

- 1) Students will demonstrate understanding of ethical principles such as autonomy, beneficence, non-maleficence, justice, fidelity, and veracity, as applied in counseling practice.
- 2) Students will analyze and evaluate ethical dilemmas using ethical decision-making models, demonstrating the ability to weigh ethical principles, standards, and legal regulations in making ethically sound decisions.

- 3) Students will exhibit cultural competence and humility in their interactions with diverse clients, demonstrating an understanding of cultural identity, privilege, oppression, and the impact of socio-cultural factors on counseling relationships.
- 4) Students will develop self-awareness and self-care strategies to mitigate the risk of burnout, compassion fatigue, and vicarious trauma, and demonstrate a commitment to lifelong learning and professional growth in counseling practice.

Detailed Syllabus:

Module No.	Unit No.	Name of Topic	Hrs (1hr=60m)
1.	Introduction to Counseling Ethics and Professionalism		12
	1.1	Overview of ethical principles in counseling: autonomy, beneficence, non-maleficence, justice, fidelity, and veracity.	
	1.2	Historical perspectives on the development of ethical codes and professional standards in counseling.	
	1.3	The role of professional organizations (e.g., ACA, APA, NBCC) in shaping ethical guidelines and promoting professional competence.	
	1.4	Ethical decision-making models: ethical principles, ethical standards, and risk management.	
2.	Ethical and Legal Considerations in Counseling Practice		12
	2.1	Confidentiality and informed consent: ethical and legal requirements, exceptions, and limitations.	
	2.2	Duty to warn and duty to protect: assessing and managing risk of harm to self or others.	
	2.3	Legal and ethical issues in record keeping, documentation, and electronic communication.	
	2.4	Mandated reporting laws: understanding obligations in cases of child abuse, elder abuse, and imminent danger.	
3	Ethical Issues in Counseling Relationships		12

	3.1	Dual relationships and boundary issues: navigating personal and professional boundaries in counseling practice.	
	3.2	Sexual misconduct and exploitation: ethical guidelines, power differentials, and the impact on clients and the therapeutic relationship.	
	3.3	Counter transference and ethical decision-making: recognizing and managing personal biases and emotional reactions in counseling.	
4.	Cultural Competence and Social Justice		12
	4.1	Diversity and multiculturalism in counseling: understanding cultural identity, privilege, and oppression.	
	4.2	Ethical considerations in working with diverse clients: cultural competency, humility, and responsiveness.	
	4.3	Advocacy and social justice in counseling: promoting equity, inclusivity, and human rights in counseling practice and society.	
5.	Self-Care and Professional Development		12
	5.1	Burnout, compassion fatigue, and vicarious trauma: recognizing signs and implementing self-care strategies.	
	5.2	Boundary management and work-life balance: establishing healthy boundaries and maintaining personal well-being.	
	5.3	Professional development and lifelong learning: continuing education, supervision, and ethical obligations to maintain competence.	
		Total	60
	Add-on Activities: - Ethical case analyses: evaluating ethical dilemmas and applying ethical decision-making models. - Written assignments: reflections on ethical challenges encountered in counseling practice and proposed solutions. - Ethical vignettes: role-play scenarios to practice ethical decision-making		

	<p>and boundary management skills.</p> <ul style="list-style-type: none"> - Group discussions: exploring ethical issues, cultural considerations, and self-care strategies in counseling practice. - Final project: development of a personal code of ethics and professional development plan. 	
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References:

1. Corey, G., Corey, M. S., & Callanan, P. (2018). *Issues and Ethics in the Helping Professions* (10th ed.). Cengage Learning.
2. Herlihy, B., & Corey, G. (2019). *ACA Ethical Standards Casebook* (8th ed.). American Counseling Association.
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4. *ACA Code of Ethics and Standards of Practice*: American Counseling Association (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>).
5. *APA Ethical Principles of Psychologists and Code of Conduct*: American Psychological Association (<https://www.apa.org/ethics/code/index>).



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Under the Faculty of Humanities
Post Graduate Diploma in Guidance and Counseling

Course Code: PGDGC-7

Course Title: Multicultural Counseling and Diversity Issues

Course Objectives:

1. To explore the theoretical foundations of multicultural counseling and understand how cultural factors influence counseling practice.
2. To acquire knowledge, awareness, and skills necessary for effectively working with clients from diverse cultural backgrounds.
3. To recognize and address the intersecting identities and diversity issues (e.g., race, ethnicity, gender, sexual orientation, socioeconomic status) that impact counseling interactions.
4. To understand the role of counselors in promoting social justice, advocating for marginalized populations, and fostering inclusivity in counseling practice and society.

Course Outcomes:

1. Students will demonstrate an understanding of key multicultural counseling theories, such as cultural identity development models, social justice counseling frameworks, and relational-cultural theory, and their application in counseling practice.
2. Students will exhibit cultural competence by demonstrating respect for diverse cultural backgrounds, understanding how cultural values and beliefs influence clients' experiences, and adapting counseling approaches to meet the needs of diverse clients.

3. Students will recognize the intersectionality of clients' identities and diversity issues and demonstrate the ability to address these factors sensitively and effectively in counseling interactions.
4. Students will advocate for social justice and equity in counseling practice and society by identifying systemic barriers to mental health care access and working collaboratively with clients and communities to address social injustices.

Detailed Syllabus:

Module No.	Unit No.	Name of Topic	Hrs (1hr=60m)
1.	Introduction to Multicultural Counseling		12
	1.1	Overview of multicultural counseling: historical perspectives and theoretical foundations.	
	1.2	Importance of cultural competence in counseling practice: understanding cultural identity, values, and worldviews.	
	1.3	Intersectionality and diversity: recognizing the influence of multiple identities (e.g., race, ethnicity, gender, sexual orientation, socioeconomic status) in counseling interactions.	
2.	Cultural Identity and Cultural Competence		12
	2.1	Cultural identity development models: understanding one's own cultural identity and its impact on counseling relationships.	
	2.2	Developing cultural competence: knowledge, awareness, and skills in working with diverse clients.	
	2.3	Addressing biases and stereotypes: exploring personal biases and adopting culturally sensitive attitudes and behaviors.	
3	Counseling Across Cultures		12
	3.1	Cultural considerations in counseling processes: assessment, diagnosis, treatment planning, and intervention.	
	3.2	Culturally responsive counseling techniques: adapting counseling approaches to meet the needs of diverse clients.	

	3.3	Ethical considerations in multicultural counseling: respecting cultural values, promoting social justice, and advocating for clients' rights.	
4.	Diversity Issues in Counseling Practice		12
	4.1	Gender and sexual orientation diversity: understanding LGBTQ+ identities and addressing unique counseling needs.	
	4.2	Socioeconomic status and classism: exploring the impact of social and economic factors on mental health and counseling outcomes.	
	4.3	Disability and neurodiversity: promoting accessibility and inclusivity in counseling practice for individuals with disabilities and neurodevelopmental disorders.	
5.	Counseling with Specific Cultural Groups		12
	5.1	Counseling diverse racial and ethnic groups: understanding cultural values, beliefs, and practices within specific cultural contexts.	
	5.2	Immigrant and refugee populations: addressing acculturation, migration trauma, and cross-cultural adjustment issues.	
	5.3	Indigenous perspectives in counseling: honoring cultural traditions, healing practices, and intergenerational trauma.	
		Total	60
	Add-on Activities: - Reflective essays: exploring personal cultural identities, biases, and experiences of cultural diversity. - Case studies: analyzing counseling cases involving clients from diverse cultural backgrounds and proposing culturally appropriate interventions. - Group presentations: researching and presenting on specific cultural groups, their unique counseling needs, and effective counseling approaches. - Cultural competence self-assessment: evaluating one's own cultural competence and identifying areas for growth and development.		

References:

1. Sue, D. W., & Sue, D. (2019). *Counseling the Culturally Diverse: Theory and Practice* (8th ed.). John Wiley & Sons.
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Under the Faculty of Humanities
Post Graduate Diploma in Guidance and Counseling

Course Code: PGDGC-8

Course Title: Group Counseling and Dynamics

Course Objectives:

1. To comprehend the theoretical foundations of group counseling and the dynamics that influence group processes and outcomes.
2. To acquire leadership skills and techniques necessary for effectively facilitating group discussions, managing group dynamics, and fostering a therapeutic group climate.
3. To apply ethical principles and legal considerations in group counseling practice, including informed consent, confidentiality, and boundaries.
4. To develop cultural competence and awareness of diversity issues in group counseling settings, including understanding how cultural factors impact group dynamics and counseling processes.

Course Outcomes:

1. Students will demonstrate knowledge of major theories of group counseling and their application to diverse populations and presenting concerns.
2. Students will exhibit competence in group leadership, including establishing rapport, setting goals, managing conflicts, and fostering a supportive group climate.
3. Students will apply ethical guidelines and legal regulations in group counseling practice, demonstrating respect for clients' rights, privacy, and confidentiality.

4. Students will demonstrate cultural competence in group work by recognizing and addressing cultural differences, biases, and barriers to effective communication and collaboration within the group context.

Detailed Syllabus:

Module No.	Unit No.	Name of Topic	Hrs (1hr=60m)
1.	Introduction to Group Counseling		12
	1.1	Definition and purpose of group counseling: understanding the therapeutic benefits and unique dynamics of group work.	
	1.2	Historical overview of group counseling: key theorists and milestones in the development of group therapy.	
	1.3	Types of groups in counseling practice: psychoeducational groups, support groups, process groups, and therapy groups.	
2.	Theoretical Foundations of Group Counseling		12
	2.1	Psychodynamic theories of group development: Freudian, Adlerian, and object relations perspectives.	
	2.2	Humanistic-existential theories of group dynamics: person-centered, existential, and Gestalt approaches.	
	2.3	Cognitive-behavioral theories of group therapy: cognitive restructuring, social skills training, and problem-solving techniques.	
3	Group Processes and Dynamics		12
	3.1	Stages of group development: forming, storming, norming, performing, and adjourning.	
	3.2	Group cohesion and climate: factors influencing group cohesion, trust-building, and member engagement.	
	3.3	Group roles and dynamics: understanding group roles (e.g., leader, facilitator, gatekeeper) and their impact on group functioning.	

4.	Leadership Styles and Techniques		12
	4.1	Leadership styles in group counseling: directive, facilitative, collaborative, and laissez-faire approaches.	
	4.2	Group leadership skills and techniques: establishing rapport, setting goals, managing conflicts, and fostering participation.	
	4.3	Ethical considerations in group leadership: dual relationships, confidentiality, and boundaries in group counseling settings.	
5.	Ethical and Legal Issues in Group Counseling		12
	5.1	Informed consent and group participation: ensuring voluntary participation and informed decision-making.	
	5.2	Confidentiality and privacy: maintaining confidentiality within the group context and addressing exceptions.	
	5.3	Ethical guidelines for group counselors: competence, integrity, respect for diversity, and professional responsibility.	
		Total	60
	Add-on Activities: - Group participation and engagement: active participation in group activities, discussions, and role-plays. - Group leadership skills demonstration: leading group exercises, facilitating discussions, and managing group dynamics. - Case studies and group projects: analyzing group dynamics, identifying therapeutic interventions, and presenting case conceptualizations. - Reflective journals: documenting personal insights, challenges, and learning experiences in group counseling practice.		

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1. Corey, M. S., Corey, G., & Corey, C. (2020). *Groups: Process and Practice* (10th ed.). Cengage Learning.
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Under the Faculty of Humanities
Post Graduate Diploma in Guidance and Counseling

Course Code: PGDGC-9

Course Title: Career Counseling and Development

Course Objectives:

1. To explore the foundational theories of career development and their implications for counseling practice.
2. To acquire a range of counseling skills and techniques essential for facilitating career exploration, decision-making, and planning
3. To learn how to effectively administer and interpret career assessment instruments to assist individuals in clarifying their career goals and aspirations.
4. To understand strategies for promoting lifelong career management, including adapting to career transitions, developing resilience, and fostering a growth mindset.

Course Outcomes:

1. Students will demonstrate knowledge of key career development theories, such as Super's theory of career development and Holland's RIASEC model, and their application in career counseling contexts.
2. Students will exhibit proficiency in counseling skills such as active listening, empathy, goal-setting, and action planning, and demonstrate their application in supporting clients' career development.

3. Students will demonstrate the ability to administer and interpret career assessment tools, such as interest inventories and personality assessments, and utilize assessment results to guide clients in making informed career decisions.
4. Students will develop strategies for promoting lifelong career management and resilience, including coping with career setbacks, navigating career transitions, and engaging in continuous learning and professional development.

Detailed Syllabus:

Module No.	Unit No.	Name of Topic	Hrs (1hr=60m)
1.	Introduction to Career Counseling		12
	1.1	Definition and scope of career counseling: understanding the role of career counselors in facilitating career development.	
	1.2	Historical overview of career counseling: key milestones and contributors in the field of vocational guidance and counseling.	
	1.3	Theoretical frameworks in career counseling: trait-factor theory, developmental theory, social cognitive theory, and narrative approaches.	
2.	Career Development Theories		12
	2.1	Super's lifespan theory of career development: understanding the stages and tasks of career development.	
	2.2	Holland's theory of vocational personalities and work environments: exploring the RIASEC model and its implications for career choice and satisfaction.	
	2.3	Social cognitive career theory: examining the role of self-efficacy, outcome expectations, and personal goals in career decision-making.	
3	Career Assessment and Exploration		12
	3.1	Career assessment instruments: interest inventories, aptitude tests, values assessments, and personality inventories.	

	3.2	Use of technology in career assessment and exploration: online career resources, self-assessment tools, and career exploration websites.	
	3.3	Career exploration techniques: informational interviews, job shadowing, internships, and experiential learning activities.	
4.	Career Counseling Interventions		12
	4.1	Individual counseling approaches: goal-setting, decision-making, problem-solving, and action planning.	
	4.2	Group counseling strategies: career workshops, support groups, and skills-building sessions.	
	4.3	Career counseling for diverse populations: addressing cultural, gender, socioeconomic, and disability-related factors in career development.	
5.	Career Transitions and Lifelong Learning		12
	5.1	Career transitions and adjustment: coping with job loss, retirement, reentry into the workforce, and midlife career changes.	
	5.2	Lifelong learning and professional development: continuing education, skill-building, and adapting to changes in the labor market.	
	5.3	Ethical and legal considerations in career counseling: confidentiality, informed consent, and boundaries in career counseling practice.	
		Total	60
	Add-on Activities: - Career development plan: developing a personalized career development plan based on self-assessment results and career goals. - Case studies: analyzing case studies to apply career counseling theories and interventions to real-life scenarios. - Role-plays: practicing career counseling techniques, such as active		

	<p>listening, empathy, and goal-setting, through role-play exercises.</p> <ul style="list-style-type: none"> - Career counseling portfolio: compiling reflections, assessments, and counseling interventions conducted throughout the course. - Project: designing and presenting a career counseling workshop or intervention targeting a specific population or career-related issue. 	
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References:

1. Niles, S. G., & Harris-Bowlsbey, J. (2017). Career development interventions in the 21st century (5th ed.). Pearson.
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Course Code: PGDGC-10

Course Title: Practicum in Counseling: Supervised Field Experience (Part 2)

Course Description:

Part 2 of the practicum focuses on advanced counseling skills development and integration of theory into practice. Students will continue to work under supervision, with an emphasis on ethical practice and case management.

Course Objectives:

1. Advanced Counseling Skills Development:

- Enhance proficiency in advanced counseling techniques, such as cognitive-behavioral therapy and solution-focused therapy.
- Practice crisis intervention, risk assessment, and suicide prevention strategies.

2. Ethical and Legal Considerations:

- Deepen understanding of ethical and legal issues in counseling practice, including confidentiality and informed consent.
- Apply ethical guidelines and legal principles to counseling cases and decision-making.

3. Integration of Theory and Practice:

- Integrate theory and evidence-based practices into counseling interventions.
- Apply counseling skills and techniques to address diverse client needs and presenting concerns.

4. Readiness for Independent Practice:

- Demonstrate readiness for independent counseling practice through self-assessment and feedback.
- Develop confidence in case management and collaboration with other professionals and community resources.

Course Structure:

There will be a field work for 2 days in a week. Students will go through following steps during the field work:

1. Advanced Training in Counseling Techniques:

- Receive advanced training in counseling techniques, including cognitive-behavioral therapy, dialectical behavior therapy, and mindfulness-based interventions.

2. Specialized Training:

- Participate in specialized training sessions on crisis intervention, risk assessment, and trauma-informed care.

3. Ethical and Legal Workshops:

- Attend workshops and seminars on ethical and legal considerations in counseling practice.
- Discuss case studies and scenarios to apply ethical guidelines and legal principles.

4. Case Management Activities:

- Engage in case management activities, including collaboration with other professionals and referral procedures.
- Develop skills in coordinating care and advocating for clients' needs.

5. Supervision and Feedback:

- Continue to attend supervision sessions with qualified supervisors to review counseling cases and receive feedback.
- Reflect on personal and professional growth throughout the practicum experience.

Assessment Methods:

1. Performance evaluations by supervisors based on advanced counseling competencies and ethical practice.
2. Case reports demonstrating application of advanced counseling techniques and interventions.
3. Crisis intervention simulations and risk assessment exercises.

4. Peer evaluations and feedback sessions to assess collaboration and communication skills.
5. Self-assessment reflections on personal and professional growth throughout the practicum experience.

Distribution of Marks:

Procedure	Viva	Report	Internal	Total
25	30	25	20	100

These structured syllabi provide a comprehensive overview of the objectives, course structure, and assessment methods for both Part 1 and Part 2 of the practicum in counseling.