



**Alphonsa College Thiruvambady**

Run by Educational Trust of Diocese of Thamarassery  
Affiliated to the University of Calicut.

# SCHOOL COUNSELLING

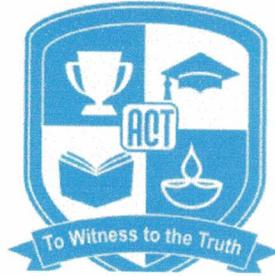
Add-on course for  
PSYCC019 Students

2021-22

**ALPHONSA COLLEGE THIRUVAMBADY**

**DEPARTMENT OF PSYCHOLOGY**

**2021 -2022**



**Curriculum for  
Add on Course on  
School Counselling  
PSYCC019**

**Coordinator: Ms Kajal U.K  
Fee Structure: INR 500 (Per student)  
Duration of the course: 30 hours**

# **School Counselling**

## **Overview**

**School counseling** programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.

## **Key Objectives**

- To explore problem-solving options improving interpersonal relationships providing information, when appropriate.
- To understand the basics of counseling.
- To know childhood mental health issues.
- To increase the students' understanding of the role and function of the professional school counselor in today's school.

## **Course Outcome**

1. Become oriented to the educational environment;
2. Recognize problems with learning and develop coping skills;
3. Identify and express positive feelings and behaviors needed for successful learning;
4. Demonstrate how effort and persistence effect learning;
5. Apply study skills necessary for academic success at each grade level; and
6. Prepare for a successful transition to middle school.

## **Topics**

### **MODULE 1 COUNSELING AN INTRODUCTION**

- 1.1 Definitions of counseling
- 1.2 Characteristics of counseling
- 1.3 Goals of counseling

## **MODULE II COMMUNICATION & THE COUNSELING PROCESS**

1.4 Effective Communication.

1.5 Six stage Model of Counseling process.

1.6 Variables affecting the counseling process.

## **MODULE III LIFESPAN PROBLEMS**

1.7 Childhood Disorders: Oppositional Defiant Disorder, ADHD, Separation Anxiety Disorder, Personality Disorders, Autism, Intellectual Disability, Emotional Disorders.

## **MODULE IV SCHOOL COUNSELING**

1.8 Developmental Model for Counseling.

1.9 Role and functions of School counselors.

1.10 Middle School Counseling- secondary school counseling

1.11 Rural school Counseling- Special skills and problems

1.12 School consultation, Counseling exceptional students- Special problems.

## **References**

Corey, G. (2005). *Theory and practice of counseling and psychotherapy*. Thomson Brooks/Cole.

Niraj, & Ahuja, N. (2010). *A short textbook of psychiatry*. Jaypee Brothers Medical Pub.

Rajus,S., J. Jasseer, & Githin, V.G. (2018). *Basics of Counseling* (1st ed.). SK Printers.

**Dr.Chacko K.V**

  
DR. CHACKO K.V.  
PRINCIPAL  
ALPHONSA COLLEGE THIRUVAMBADY  
THIRUVANBADY P.O., KOZHIKODE-673003

  
**Ms. Kajal U. K**

**SCHOOL COUNSELLING**  
**A Certificate course for BSc Students**  
**2021-2022**

**COURSE SUMMARY**

Name of the Programme : SCHOOL COUNSELLING

Duration : 30 hours

Aim : To develop an understanding of a student's mental health and related issues and the role of a school counsellor in it.

Faculty : Ms. Kajal U K

No. of students : 31

The Department Of Psychology had conducted an add on course in School Counselling for the academic year 2021-2022. The course was offered for the second year students. Ms. Kajal UK, Assistant Professor, Department of Psychology, Safa College of Arts and Sciences, Valanchery was the coordinator of the program. Thirty one students enrolled in the certificate course and the course began in September lasting till December. All the enrolled students have successfully completed the course and passed with good grades.

The primary objective of this course was to develop an understanding of a student's mental health and related issues and how to intervene as a school counsellor. The course enables the students to identify the major problem areas that a student faces- academic related and others which include mental disorders. The course is also expected to enable the students to understand the role of a counsellor in today's school setting.

**ASSESSMENT PROCEDURE**

The evaluation criterion includes a written examination and the marks were converted into grades.

  
Ms. Kajal UK (Coordinator)

  
Dr. Chacko K V (Principal)

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# SCHOOL COUNSELLING

## **OBJECTIVES**

- To understand basics of School counseling
- To know childhood mental health issues
- To increase the students' understanding of the role and function of the professional school counselor in today's school.

## **MODULE 1 COUNSELING AN INTRODUCTION**

- 1.1 Definitions of counseling
- 1.2 Characteristics of counseling
- 1.3 Goals of counseling

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- 1.4 Effective Communication.
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1.7 Childhood Disorders: Oppositional Defiant Disorder, ADHD, Separation Anxiety Disorder, Personality Disorders, Autism, Intellectual Disability, Emotional Disorders.

## **MODULE IV SCHOOL COUNSELING**

- 1.8 Developmental Model for Counseling.
- 1.9 Role and functions of School counselors.
- 1.10 Middle School Counseling- secondary school counseling
- 1.11 Rural school Counseling- Special skills and problems
- 1.12 School consultation, Counseling exceptional students- Special problems.

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**MODEL QUESTION PAPER**  
**ADD ON COURSE- SCHOOL COUNSELLING**

**Name:**

**Reg No:**

**Time: 2Hrs**

**Maximum Marks: 60**

**SECTION -A**

Answer **ALL** Questions. Answer in two or three sentences. Each carries 2 marks.

There shall be ceiling of 20 marks in this section

1. Define Counselling
2. ADHD
3. List 5 Personality Disorders,
4. Separation Anxiety Disorder
5. What is the role of a school counsellor?
6. School consultation
7. Autism
8. Oppositional Defiant Disorder
9. Concrete Cognitive-Emotional-Developmental Style of counselling
10. Why do gifted students need counseling?
11. IEP Counselling
- 12.7 Cs of communication

(10 x 2= 20 marks)

**SECTION -B**

Answer **all** questions. Answer in a paragraph of about half a page to one page. Each question carries 5 marks. There shall be ceiling of 30 marks in this section

13. Characteristics of counselling
14. Goals of counselling
15. Variables affecting the counselling process.
16. Explain why counselling is important for exceptional students and the special problems they face.
17. Role and functions of school counsellors.
18. Explain in brief Middle School Counseling & secondary school counselling
19. Special skills and problems of Rural school Counseling

(5 x 6= 30 marks)

**SECTION -D**

**Essay Type Questions**

Answer **any one** of the following. Each Carries 10 Marks.

20. Explain in brief Six stage Model of the Counseling process.
21. Explain in brief the Developmental Model for Counseling.

(1 x 10= 10 marks)

  
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## **Answer Key For School Counselling**

### **SECTION A**

#### **1. Define Counselling**

- Counselling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about the self, and to use such understanding to enable the person to become an effective member of society.

#### **2. ADHD**

- A chronic condition including attention difficulty, hyperactivity and impulsiveness. ADHD often begins in childhood and can persist into adulthood. It may contribute to low self-esteem, troubled relationships and difficulty at school or work.

#### **3. List 5 Personality Disorders**

- Schizoid Personality Disorder
- OCPD
- Paranoid Personality Disorder
- Avoident personality disorder
- Dependent personality disorder

#### **4. Separation Anxiety Disorder**

- A disorder in which a child becomes excessively anxious when separated from parents.
- Children are especially prone to separation anxiety during times of stress.

#### **5. What is the role of a school counsellor?**

- Academic Guidance: In helping students understand their learning needs and blocks, such as equipping them with study skills, doing semi-formal assessments for Learning Disabilities and Difficulties.

#### **6. School consultation**

- School counselors consult with teachers, students, parents, and other professionals to provide the best services for their students. The collaborative-dependent model is when a professional, such as a teacher, goes to another professional, such as the counselor, to ask for advice to solve a problem.

#### **7. Autism**

- A developmental disorder of variable severity that is characterized by difficulty in social interaction and communication and by restricted or repetitive patterns of thought and behaviour.

#### **8. Oppositional Defiant Disorder**

- A disorder in a child marked by defiant and disobedient behaviour to authority figures.
- The cause of oppositional defiant disorder is unknown but likely involves a combination of genetic and environmental factors.

#### **9. Concrete Cognitive-Emotional-Developmental Style of counselling**

- four cognitive-emotional-developmental styles (CED) are defined, the sensorimotor, concrete, formal, and dialectic systemic CED styles.

### **10. Why do gifted students need counseling?**

- Both Cross (2004) and Silverman (1993) asserted that proactive counseling programs for gifted and talented students are invaluable because of the positive effects on their psychological and social development and because support and guidance can help these students find their way through a public education system

### **11. IEP Counselling**

- The Individual Education Program Plan (IEP) is a written plan/program developed by the schools special education team with input from the parents and specifies the student's academic goals and the method to obtain these goals.

### **12.7 Cs of communication**

- Clarity, correctness, conciseness, courtesy, concreteness, consideration and completeness.

## **SECTION B**

### **13. Characteristics of counselling**

- Counselling is highly personal process.( Explain)
- It is a joint quest of counsellor and counsellee.(explain)
- The counsellor brings change in his feelings and emotions.(explain)
- The counsellor should have full understanding of his task.(explain)

### **14. Goals of counselling**

- Facilitating behaviour change.(Explain)
- Improving the client's ability to establish and maintain relationships. (Explain)
- Enhancing the client's effectiveness and ability to cope. (Explain)
- Promoting the decision-making process and facilitating client potential.(explain)
- Development. (Explain)

### **15. Variables affecting the counselling process.**

- These include the larger social and cultural context, including socio-economic conditions, cultural and social norms, gender roles, and household decision-making processes. (explain).

### **16. Explain why counselling is important for exceptional students and the special problems they face.**

- Counselors monitor students' development and according to their needs they give students necessary support such as helping them to understand themselves and their needs, to solve their problems, to make realistic decisions, to improve their abilities and skills, and to adjust themselves and their environment

### **17. Role and functions of school counsellors.**

- promoting student advocacy,
- developing higher educational and career aspirations in students,
- eradicating educational practices such as student tracking that inadvertently maintain inequities among disadvantaged student groups and stratify opportunities(explain)

**18. Explain in brief Middle School Counseling & secondary school counselling**

- Middle and high school counselors guide their students when they face difficulties in a very important period of their life. Explore the types of interventions middle and secondary school counselors use and understand how these benefit their students, including individual and group counseling, career development, and collaboration.(explain)

**19. Special skills and problems of Rural school Counseling**

- Communication. A big part of being a school counselor is listening to students, and then responding thoughtfully and effectively.
- Empathy. (Explain)
- Friendliness.(explain)
- Understanding of diversity.(explain)
- Knowing when to act.(explain)

**SECTION C**

**20. Explain in brief Six stage Model of the Counseling process.**

- There are six stages of the counseling process, namely, relationship building, assessment and diagnosis, formulation of the counseling goals, intervention and problem solving, termination and follow –up, and research and evaluation (explain).

**21. Explain in brief the Developmental Model for Counseling.**

- Developmental counseling is a type of shared counseling where employers work together with employees to identify strengths and weaknesses, resolve performance-related problems and determine and create an appropriate action plan. ( Explain).

  
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# Alphonsa College Thiruvambady

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Thiruvambady P O, Kozhikode [DIST.] - 673603

## List of Students Enrolled for Add-On Course

### SCHOOL COUNSELLING (2021-2022)

SL.NO	ENROLLMENT NUMBER	NAME OF PARTICIPANTS
1	PSYSC21-01	ANAINA MARTIN
2	PSYSC21-02	GAYATHRI SOMAN
3	PSYSC21-03	NIVYA SAJI
4	PSYSC21-04	AVANYA O. JOSEPH
5	PSYSC21-05	AGNES JOSHY
6	PSYSC21-06	THERESA WILSON
7	PSYSC21-07	ANAKHA KURIAN
8	PSYSC21-08	AJANYA M. M.
9	PSYSC21-09	AMAL JALAL
10	PSYSC21-10	SANA FAISAL K.
11	PSYSC21-11	JITHIN JOSEPH
12	PSYSC21-12	EVLIN PHILIP
13	PSYSC21-13	NIMA P.
14	PSYSC21-14	MEGNA
15	PSYSC21-15	GAUTHAMI
16	PSYSC21-16	ARYANANDA A. S.
17	PSYSC21-17	SNEHA S.
18	PSYSC21-18	NISHANA SHERIN

19	PSYSC21-19	ABHINAND V.
20	PSYSC21-20	ABHISHEK TITTU
21	PSYSC21-21	AMITHA MARIYA THANKACHAN
22	PSYSC21-22	KIRAN REJI
23	PSYSC21-23	NAJA SHARIN K. T.
24	PSYSC21-24	JESFIN JAMES
25	PSYSC21-25	BASILA P. V.
26	PSYSC21-26	MUHAMMED SHIHAN M. K.
27	PSYSC21-27	ANJU SANKAR P. M.
28	PSYSC21-28	OLLAKKAL NAKSHTHRA
29	PSYSC21-29	HANANA SHERIN T.
30	PSYSC21-30	FATHIMA RISHA C.
31	PSYSC21-31	LIYA J. MARIYA

Ms. Kajal UK (Coordinator)

Dr. Chacko K V (Principal)

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ALPHONSA COLLEGE THIRUVAMBADY  
THIRUVAMBADY P.O., KOZHICODE-673603



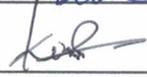
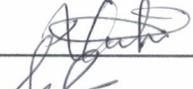
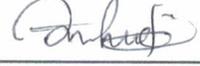
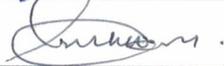
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## SCHOOL COUNSELLING A Certificate course for BSc Psychology Students 2021-2022

### STUDENTS LIST WITH SIGNATURE

SL.NO	NAME OF PARTICIPANTS	SIGNATURE
1	ANAINA MARTIN	
2	GAYATHRI SOMAN	
3	NIVYA SAJI	
4	AVANYA O. JOSEPH	
5	AGNES JOSHY	
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Dr. Chacko K V (Principal)

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## SCHOOL COUNSELLING

An Add-On Course for BSc Psychology Students

2021-2022

### Attendance List

Sl. No	NAME	DAY 1 6/09/21	DAY 2 8/09/21	DAY 3 10/09/21	DAY 4 13/09/21	DAY 5 15/09/21	DAY 6 17/09/21	DAY 7 20/09/21	DAY 8 1/10/21	DAY 9 4/10/21	DAY 10 5/10/21	DAY 11 6/10/21	DAY 12 7/10/21	DAY 13 11/10/21	DAY 14 18/10/21	DAY 15 19/10/21
1	ANAINA MARTIN	P	P	P	P	P	P	AB	P	AB	P	P	P	P	P	P
2	GAYATHRI SOMAN	P	P	P	P	AB	P	P	P	AB	P	P	P	P	P	AB
3	NIVYA SAJI	P	P	P	AB	P	AB	P	P	P	AB	P	P	P	AB	P
4	AVANYA O. JOSEPH	P	P	AB	P	P	P	AB	P	P	P	AB	P	AB	P	P
5	AGNES JOSHY	P	AB	P	P	P	P	P	AB	P	P	P	AB	P	P	P
6	THERESA WILSON	AB	P	P	P	P	P	P	P	P	P	P	P	P	P	P
7	ANAKHA KURIAN	P	AB	P	P	P	P	AB	P	P	AB	P	P	P	P	P















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## SCHOOL COUNSELLING

A Certificate course for BSc Psychology Students

2021-2022

## GRADE SHEET

SL.NO	NAME OF PARTICIPANTS	GRADE OBTAINED
1	ANAINA MARTIN	A
2	GAYATHRI SOMAN	A+
3	NIVYA SAJI	A
4	AVANYA O. JOSEPH	A
5	AGNES JOSHY	B
6	THERESA WILSON	A+
7	ANAKHA KURIAN	A
8	AJANYA M. M.	A+
9	AMAL JALAL	A+
10	SANA FAISAL K.	A
11	JITHIN JOSEPH	A+
12	EVLIN PHILIP	A+
13	NIMA P.	A
14	MEGNA	A+
15	GAUTHAMI	A+
16	ARYANANDA A. S.	B+
17	SNEHA S.	A

18	NISHANA SHERIN	B
19	ABHINAND V.	B+
20	ABHISHEK TITTU	B+
21	AMITHA MARIYA THANKACHAN	A+
22	KIRAN REJI	B
23	NAJA SHARIN K. T.	A+
24	JESFIN JAMES	A+
25	BASI LA P. V.	A
26	MUHAMMED SHIHAN M. K.	D
27	ANJU SANKAR P. M.	A
28	OLLAKKAL NAKSHTHRA	A+
29	HANANA SHERIN T.	A
30	FATHIMA RISHA C.	A
31	LIYA J. MARIYA	A+

Ms. Kajal UK (Coordinator)

Dr. Chacko K V (Principal)

  
 DR. CHACKO K.V.  
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 ALPHONSA COLLEGE THIRUVAMBADY  
 THIRUVAMBADY P.O., KOZHIKODE-673660



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# CERTIFICATE

**This is to certify that**

**Ms. Gayathri Soman**

has successfully completed an add-on-course on

**'School Counseling'**

With 'A' Grade in the academic year 2021 - 2022

organized by Department of Psychology,

**Alphonsa College Thiruvambady**

*Sneha*

Ms. Sneha Mathew

*HOD, Department of  
Psychology*

*Dr. Chacko K. V*

Dr. Chacko K. V

*(Principal)*

