

Tribhuvan University
Faculty of Humanities and Social Sciences
Master's Program in Counseling Psychology



Semester Based Course for Master of Arts in Counseling Psychology

Prepared by Counseling Psychology Subject Committee

2024



Introduction

The Master's Program in Counseling Psychology (MCP), established in 2017 AD., is under the Faculty of Humanities and Social Sciences of Tribhuvan University. The MCP aims to produce competent counseling psychologists who can help clients nationally and globally.

This newly developed curriculum for an M.A. in Counseling Psychology is dedicated to enhancing the ever-growing field of counseling psychology. It tries to address local issues and global trends in counseling psychology. The four-semester course is taught using the practitioner-scholar model. The course has 63 credits, including six credits for thesis work.

Course Objectives

The core objective of this course is to develop skilled counselors capable of providing counseling services to diverse clients within the community. The counseling graduates will acquire theoretical knowledge and practical experience in assessment and intervention, which are helpful for different groups.

Expected Competencies at the End of M.A. in Counseling Psychology

By the conclusion of the Master of Arts (M.A.) in Counseling Psychology, graduates will demonstrate the following core competencies:

- Adherence to ethical guidelines in counseling practice, both locally and globally.
- Apply evidence-based practices rooted in contemporary international and local research.
- Proficient communication skills that facilitate clear and effective interactions with clients.
- Cultural competency, with a demonstrated ability to engage with and address the needs of diverse populations.
- Deliver professional and effective counseling interventions that meet high standards of practice.



Course Output

Upon completion of the degree, students will be able to

- Understand and apply psychological assessment for culturally diverse clients
- Utilize basic and advanced skills in counseling practice
- Uphold ethical standards and professional integrity in all counseling settings
- Design and implement evidence-based interventions tailored to culturally diverse clients.

Students' Enrollment: There will be 50 students in one enrollment. If needed, two groups, each comprising 25 students, can be separated for practical courses.

Eligibility for Admission

The eligibility for admission will be determined by the subject committee of the Master's Program in Counseling Psychology.

Student Selection

Students will be selected on a merit basis. The entrance examination will follow the rules of the Office of Dean, Faculty of Humanities and Social Sciences. The curriculum for the entrance examination will be prepared and modified at regular intervals.

Provision of Students' Evaluation after Admission to MCP: Admitted students will be evaluated continuously. For theory papers, students will be assessed on a 40 (internal marks) and 60 (external marks). For Practical subjects, total marks (100 marks) will be allocated after the final examination. However, this total evaluation will be based on continuous evaluation.

Internal evaluation of theory and practical subjects will be as specified in the curriculum. For all practical subjects, students must appear for a final viva, demonstration, etc. (as defined in the course), which an external examiner will evaluate. Viva can be conducted for theory subjects if there is any practical part in it.



For any student to be eligible to appear for the final/board examination, the student must complete all requirements mentioned in semester regulation guideline 2074, including minimum attendance percentage.

Field and Community Visit: The field and community visit will be per the curriculum requirement mentioned in the specific subject curriculum. Supervisors will continuously monitor and facilitate the students' fieldwork during all field visits. In addition to supervision, the supervisor will also be responsible for orienting students about the community and helping students develop an intervention framework. The total hours of orientation and instruction for students on the intervention framework will be six hours per community visit (one instructor for 15 students). This orientation will be carried out in the field. The ratio of supervisors to supervisees during community-related work will be 1:15. The remuneration during field supervision, besides orientation training, will be per university rules. Each supervisor will supervise work, mentor students, and guide them to produce a final report. The remuneration of orientation class during the field trip will be according to Self-Sustained Program Regulation-2074 (*Antarik Shrot Bata Sanchalit Snatakottar Karyakramharuko Sanchalan Karyabidhi-2074*). The total community-based work during the coursework will be 200 hours, including community work and preparation.

Practicum

Students will complete a practicum as part of their evaluation. During the practicum, students will role-play, observe professional counselors practicing counseling, and learn how to document counseling sessions. The total practicum hours will be 100. This can include in-person and phone intake, role play, assessment, report preparation, etc.



Supervised Internship

Students will go for an internship in close contact with a supervisor as part of their evaluation. During the internship, students will learn to carry out sessions under the direct supervision of supervisors. Supervision will be mandatory for the internship, and the supervision rate will be at most 10:2 (ten hours of counseling sessions equals two hours of supervision). The ratio of the supervisor to the student will be 10:1, i.e., there will be one supervisor for 10 students. Students will be assessed before they start an internship. Only those who can pass the assessment test can go for an internship. Those who cannot pass the assessment must attend related training and apply again for assessment. The total internship hours will be 500 hours. The internship hours include preparation and direct client contact (client & client-related work). The students must work with clients from diverse cultures and practice in-person and online/telecounseling. The student should sit for supervision at least once a week. Supervisors will supervise students for all of these tasks. Students must report to their supervisors before, during, and after completing specific tasks. Students must maintain a log of individual and group counseling experiences, which supervisors will regularly monitor and should present the report before the final board exam. The supervision can be carried out in person or online. The remuneration of supervision will be according to the self-sustained program regulation.

Qualification of Internship Supervisors: Supervisors must have at least a Master's degree in Counseling psychology or a related discipline and must also be practicing counselors.

Thesis Work

Students will learn rigorously during the second and third semesters about research methods and proposal writing. They will obtain training in proposal writing, research methods, and data analysis and defend their proposal by the end of the third semester. Students must submit their



thesis by the end of the fourth semester. All students are encouraged to publish one article in the journal before they do the final thesis defense.

Professional Development of Students

Professional development programs will be part of the curriculum from the first semester onwards. As part of professional development, students will have personal therapy from professionals in the field and observe the case handling by a trained counselor. The hours of personal counseling will depend upon the needs of the student. In two years, students have to sit for at least 20 sessions of personal therapy from experts recognized by MCP. Such exposure will enhance their mental health and allow reflecting on counseling practice, which will be reflected in student reflection papers. Case conferences and presentations will also be part of students' professional development. Students will also obtain self-care and academic writing training as part of professional development. If any student experiences severe psychological issues that interfere with academic-related work, students will have to take a break until her/his problem is resolved. Students can rejoin in the semester they dropped due to psychological issues.

Course Distribution of Four Semester

First Semester

Paper	Course Code	Course Name	Credit
I	CPSY 501	Theories and Practices in Counseling I	3
II	CPSY 502	Life Span Development	3
III	CPSY 503	Psychosocial Issues and Psychological Disorders	3
IV	CPSY 504	Ethics and Professional Development (Practical)	3
V	CPSY 505	Counseling Communication Skills (Practical)	3
Total Credit			15



Second Semester

Paper	Course Code	Course Name	Credit
VI	CPSY 551	Theories and Practices in Counseling II	3
VII	CPSY 552	Research Methodology in Counseling	3
VIII	CPSY 553	Group Based Therapies and Interventions	3
IX	CPSY 554	Assessment in Counseling (Practical)	3
X	CPSY 555	School and Community Based Interventions (Practical)	3
Total			15

Third Semester

Paper	Course Code	Course Name	Credit
XI	CPSY 601	Professional Development and Academic Writing (Practical)	3
XII	CPSY 602	Supervised Internship I (Practical)	3
XIII	CPSY 603-1	Career Development and Counseling	3
	CPSY 603-2	Addiction Counseling	
XIV	CPSY 604-1	Counseling with Children and Adolescents (Practical)	3
	CPSY 604-2	Counseling and Psychotherapy with Adults (Practical)	
XV	CPSY 605	Counseling in Multicultural Context (Practical)	3
Total			15

Fourth Semester

Paper	Course Code	Course Name	Credit
XVI	CPSY 651	Family and Couple Counseling	3
XVII	CPSY 652	Supervised Internship II (Practical)	3
XVIII	CPSY 653	Disaster, Crisis and Trauma Interventions	3
XIX	CPSY 654-1	Counseling With Chronic Illness and Specific Health Conditions	3
	CPSY 654-2	Project Development and Management	
XX	CPSY 655	Thesis	6
Total			18



THEORIES AND PRACTICES IN COUNSELING I

Paper Code: 1

Course Code: CPSY 501

Credit Hours: 3

Semester: I

Total Teaching Hours: 48

Internal Evaluation: 40

External Evaluation: 60

Course Description: This course introduces three mainstream models of counseling and psychotherapy: psychodynamic, behavioral, and humanistic. Psychodynamic psychotherapy works on clients' unconscious material and helps them bring it to consciousness. Behavioral psychotherapy aims to utilize learning approaches to manage behavior. A person-centered approach helps clients resolve their problems.

Course Objectives: The course intends to fulfill the following objectives

- Understanding various therapeutic approaches and being able to see the cases from these perspectives
- Be able to utilize some specific techniques

Course Content

Teaching Hours

Unit I. Introduction

8

1. Concept and History of Psychotherapy and Counseling
2. Importance of Theories of Counseling
3. Counselor Characteristics, Values
4. Issues Faced by Beginner Therapist
5. Various Approaches to Psychotherapy and Counseling

Unit II. Psychodynamic Approach and Therapy

14

1. History and Assumptions of the Psychodynamic Approach
2. Core Concepts in Psychodynamic Approach
3. Developmental Stages
4. Therapeutic Process and Techniques
5. Self-therapy

Unit III. Behavioral Approach and Therapy



1. Introduction, History, and Areas of Application of Behavioral Therapy
2. Assumptions and Concepts Regarding Human Nature
3. Theories of Behavior Therapy
4. Techniques of Behavioral Therapy

Unit IV. Humanistic Approach and Person-Centered Therapy

14

1. Introduction and History of Humanistic Approach and Person-Centered Therapy
2. Model of Human Nature and Personality
3. Core Principles, Therapeutic Techniques, and Case Examples

Teaching Methods: Roleplay, lecture, case discussion, classroom interaction

Internal/External Evaluation

Headings	Marks
Attendance	5
Role Play and Case Understanding	10
Home Assignment and Reflection	10
Presentation	5
Pre-Board Examination	10
Total	40

Recommended Readings

- Cabaniss, D. L. (2016). *Psychodynamic psychotherapy: A clinical manual*. John Wiley & Sons.
- Conte, C. (2009). *Advanced techniques for counseling and psychotherapy*. Springer.
- Cooper, M., O'Hara, M., Schmid, P. F., & Bohart, A. C. (2013). *The Handbook of Person-Centered Psychotherapy and Counseling (2nd ed.)*. London: Palgrave Macmillan.
- Corey, G. (2024). *Theory and practice of counseling and psychotherapy*. Cengage.
- Gillon, E. (2007). *Person-centred counselling psychology: An introduction*. Sage Publication.
- Mearns, D., & Thorne, B. (2013). *Person-Centered Counseling in Action (4th ed.)*. London: SAGE Publications.
- Miltenberger, R. G. (2016). *Behavior modification: Principles and procedures*. Cengage Learning.
- Rogers, C. R. (1951). *Client-Centered Therapy: Its Current Practice, Implications, and Theory*. Boston: Houghton Mifflin.



Rogers, C. R. (1961). *On Becoming a Person: A Therapist's View of Psychotherapy*. Boston: Houghton Mifflin.

Sanders, P. (2011). *The Tribes of the Person-Centered Nation: An Introduction to the Schools of Therapy Related to the Person-Centered Approach*. Ross-on-Wye: PCCS Books.

Short, F. & Thomas, P. (2015) *Core Approaches in Counselling and Psychotherapy*, Routledge Taylor & Francis.



LIFE SPAN DEVELOPMENT

Paper Code: II
Course Code: CPSY 502
Credit Hours: 3

Semester: I
Total Teaching Hours: 48
Internal Evaluation: 40
External Evaluation: 60

Course Description: This course provides basic concepts of life span development to the students based, which basically emphasizes overall growth and development. This course also discusses various challenges during development. The course provides important inputs on growth and development as well as transitions that occur during the lifespan developmental processes.

Course Objectives: The students will be able to

- Describe major developmental theories and be able to identify how these theories apply to everyday examples of human development
- Distinguish interrelated influences of culture, heredity, physiology, environment, and social context on development throughout the lifespan
- Understand the basic developmental patterns and typical developmental milestones of various stages of lifespan development

Course Contents

Teaching hours

Unit I: Introduction of Life Span Development

8 hrs

1. Meaning and importance of life-span development: Life span perspective, Characteristics of life-span, Preformationist view, Nature of development (biological, cognitive, and socio-emotional), Periods of development and conceptions of age, Significant facts about development,
2. Issues in Lifespan Development: Heredity v/s Environment, Active v/s Passive, Continuous v/s Stage-wise, Stability and Change
3. Research Methods of studying life-span development, Conducting ethical research, Research challenges and implications



Unit II: Theories of Human Development**10 hrs**

1. Psychosocial theories
2. Sociocultural theories
3. Biological and Learning Theories
4. Theories of Cognitive and Intellectual Development

Unit III: Childhood and Adolescence**10 hrs**

1. Physical development and challenges
2. Cognitive development and challenges
3. Social and emotional development and challenges

Unit IV: Early and Middle Adulthood**10 hrs**

1. Physical development and challenges
2. Cognitive development and challenges
3. Social and emotional development and challenges
4. Career and family

Unit V: Late Adulthood, Death, and Life/Death Issues**10 hrs**

1. Physical development and challenges
2. Cognitive development and challenges
3. Socioemotional development, challenges, and social aspects of aging
4. Work and Retirement
5. Neurocognitive disorders

Teaching Methods: Lecture, discussion and interaction, experiential learning, project-based learning.

Internal/External Evaluation

Headings	Marks
Attendance	5
Assignment	10
Observation Project	10
Presentation	5
Preboard	10
TOTAL	40



Recommended Readings

Erford, B. T. (2017). *An advanced lifespan odyssey for counseling professionals*. Cengage Learning.

Fingerman, K. L., Berg, C., Smith, J., & Antonucci, T. C. (2010). *Handbook of life-span development*. Springer Publishing Company.

Gillibrand, R., Lam, V., & O'Donnell, V. (2016). *Developmental Psychology*. Pearson Publications.

Kipp, K., David R. Shaffer (2008). *Developmental Psychology: Childhood and Adolescence*. Wadsworth Publishing.

Lally, M., & Valentine-French, S. (2019). *Lifespan development: A psychological perspective*. College of Lake County Foundation.

<http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

Miller, P. H. (2011). *Theories of developmental psychology*. Worth Publishers.

Santrock, J. W. (2011). *Life span development*. McGraw Hill.



PSYCHOSOCIAL ISSUES AND PSYCHOLOGICAL DISORDERS

Paper Code: III

Course Code: CPSY 503

Credit Hours: 3

Semester: I

Total Teaching Hours: 48

Internal Evaluation: 40

External Evaluation: 60

Course Description: This course provides an understanding of psychosocial issues and mental disorders. It focuses on identifying and analyzing common psychosocial issues and mental disorders, emphasizing theoretical perspectives and screening frameworks. The course also explores mental health's historical and cultural dimensions, equipping students with a comprehensive understanding of psychosocial wellbeing.

Course Objectives: After completion of this course, the students will be able to:

- Describe the current status of mental health and psychosocial support systems in Nepal
- Classify and identify major psychological disorders.
- Apply theoretical explanation to psychological disorders

Course Contents

Teaching Hours

Unit I: Introduction of Psychosocial Wellbeing, Mental Health and Psychosocial Issues (10)

1. Psychosocial well-being and psychosocial issues
2. Current status of MHPSS in Nepal
3. Common Psychosocial Problems in Nepal
4. Mental Health and Mental disorders
5. Global Mental Health: The burden of mental disorders
6. Current Status of mental health problems : Global and in Nepal

Unit II: Abnormal Behavior: Concepts, Models, and Classification

(8)

1. Defining Abnormal Behavior: Deviance, Distress, Dysfunction, Danger
2. Historical views and current trends



3. Models of Abnormal Behavior: Biological, Psychodynamic, Cognitive-Behavioral, Humanistic-Existential, Sociocultural, Integrating Models (brief orientation)
4. Classification and Diagnosis (DSM and ICD)

Unit III: Disorders of Trauma and Stress and Disorders Featuring Somatic Symptoms (Symptoms, Diagnostic Criteria and Casual Explanations) (12)

1. Stress and Arousal
2. Acute and Posttraumatic Stress Disorder
3. Dissociative Disorder
4. Somatic Symptom Disorder
5. Conversion Disorder
6. Factitious Disorder

Unit IV: Anxiety Disorder, Depressive Disorder, Bipolar Disorder and Suicide (Symptoms, Types, diagnostic criteria and causal explanations) (6)

1. Anxiety Disorders
2. Depressive Disorders
3. Bipolar Disorders
4. Suicide: Triggers and Causes

Unit V: Schizophrenia Spectrum and Other Psychotic Disorders (3)

1. Symptoms and Diagnostic Criteria
2. Causal Explanations

Unit VI: Personality Disorders: Types and Features (3)

1. Types and Symptoms
2. Causal Explanations

Unit VII: Childhood, Geriatric, and Substance Use Disorders (6)

1. Childhood Disorders: Internalizing and Externalizing
2. Geriatric Disorders
3. Substance use disorders

Teaching Methods: Lecture, case discussion, videos, presentation.



Internal Evaluation

Headings	Marks
Attendance	5
Home assignment	5
Class Participation	5
Presentation	5
Case- work report	10
End term examination	10
Total	40

Recommended Readings

- American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders Text Revision (DSM-5-TR)* . American Psychiatric Association.
- Barlow, D. H., & Durand, V. M. (2018). *Abnormal Psychology: An Integrative Approach* (8th ed.). Cengage Learning.
- Beidel, D. C., Bulik, C. M., Stanley, M. A., & Morrison, J. A. (2018). *Abnormal Psychology: A Scientist–Practitioner Approach* (4th ed.). Pearson.
- Butcher, J. N., Hooley, J. M., & Mineka, S. (2017). *Abnormal Psychology* (17th ed.). Pearson.
- Comer, R.J. and Comer, J.S. (2021). *Abnormal Psychology (11th Edition)*. Macmillan Learning.
- Kearney, C. A., & Trull, T. J. (2018). *Abnormal Psychology and Life: A Dimensional Approach* (3rd ed.). Cengage Learning.
- Kring, A. M., & Johnson, S. L. (2022). *Abnormal Psychology: The Science and Treatment of Psychological Disorders* (15th ed.). Wiley.
- Nevid, J. S., Rathus, S. A., & Greene, B. (2020). *Abnormal Psychology in a Changing World* (11th ed.). Pearson.
- Nolen-Hoeksema, S. (2019). *Abnormal Psychology* (8th ed.). McGraw-Hill Education.
- Oltmanns, T. F., & Martin, M. T. (2019). *Case Studies in Abnormal Psychology* (11th ed.). Wiley.
- Ray, W. J. (2020). *Abnormal Psychology* (3rd ed.). SAGE Publications.
- Reports, laws, strategies, policies, training manuals and fact-sheets published by GOs and INGOs.



ETHICS AND PROFESSIONAL DEVELOPMENT (Practical)

Paper Code: IV

Course Code: CPSY 504

Credit Hours: 3

Semester: I

Total Teaching Hours: 48

Practical: 100

Course Description: This course is designed to enhance professional development and preparedness for the profession. The course intends to train students about issues like reflective practice, ethical and legal issues, and knowledge of existing legal and other issues related to counseling practice in Nepal.

Course Objectives: The objectives of this course are

- Enhance professional competence and identity
- Foster reflective practice
- Build career readiness

Course Content

Teaching Hours

Unit I. Core Principles of Professionalism

8

1. Integrity
2. Respect, Responsibility, and Accountability
3. Reflective Practice, Reflecting on life experiences

Unit II. Ethical Principles and Ethical Guidelines in Counseling

12

1. Overview of ethical principal
2. Professional Code of Ethics (APA, ACA, and Local Ethical Guidelines)
3. The role of personal values in ethical counseling and promoting social justice
4. Safeguarding the integrity of the counselor-client relationship
5. Practicing in a capable and ethical manner

Unit III. Self-Awareness and Reflective Practice

10

1. Self-awareness
 - a. Emotional Awareness, Strength and Weakness;
 - b. Value and Belief, Bias and Assumption, Impact on other
2. Reflective Practice
 - a. Critical thinking



- b. Feedback Integration
- c. Self-Questioning
- d. Action Planning

Unit IV. Supervision and Collaboration

8

- 1. Supervision
- 2. Collaboration

Unit V. Policies, Strategies, Legal, and Other Issues Associated with Counseling 10

Students will, as part of their learning, have to study and reflect on at least the following documents

- 1. UNCRPD
- 2. WHO Quality Right Toolkit
- 3. National Mental Health Strategy and Action Plan (or latest update), action plans related to mental health and counseling
- 4. Act Relating to Rights of Person with Disabilities and Regulation on Rights of Person with Disabilities
- 5. Laws related to mental health and service providing

Methods:

- **Lectures:** Weekly lectures on key topics.
- **Workshops:** Interactive skill-building sessions.
- **Role-playing and Case Studies:** Real-world scenarios for practical application, simulating ethical dilemmas.

Peer Discussions: Collaborative discussions to share insights and experiences

Evaluation Criteria

Headings	Marks
Attendance	15
Reflection and Journal Writing	10
Evaluation I	10
Evaluation II	10
Presentation	5
Assessment	15

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Dean's Office
T.U. Kirtipur

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Role Play and Demonstration	20
External Examination	15
Total	100

Note: The instructor can decide on Evaluations I and II. In addition to personal counseling, students must complete 20 hours of practicum, during which they will learn different activities needed during professional counseling. Students must carry out role-play recordings and demonstrate those skills. Also, students will take part in personal counseling.

Recommended Readings

- Kennedy, E. C., & Charles, S. C. (2017). *On Becoming a Counselor: A Basic Guide for Counselors and Other Helpers*. Paulist Press.
- McLeod, J. & McLeod, J. (2014). *Personal and professional development for counsellors, psychotherapists and mental health practitioners*. McGraw Hill.
- Rose, C. (2012). *Self awareness and personal development: Resources for psychotherapists and counsellors*. Palgrave MacMillan.
- Volungis, A. M. (2021). *Becoming a Mental Health Counselor: A Guide to Career Development and Professional Identity*. Rowman & Littlefield.



COUNSELING COMMUNICATION SKILLS (Practical)

Paper Code: V

Course Code: CPSY 505

Credit Hours: 3

Semester: I

Total Teaching Hours: 48

Practical: 100

Course description

This Practical course is designed to equip students with the knowledge and skills of counseling intervention and referral. The students practice through appropriate strategies, tools, techniques, and models for counseling. The students integrate the outcomes to apply insight acquired to solve problems and improve clients' psychosocial and mental well-being through properly conducting and ending counseling sessions.

Course Objectives

- To describe fundamental concepts of counseling skills
- To impart comprehensive knowledge of current counseling interventions and referral practice
- To equip students with essential and practical skills for effective counseling support.
- To foster critical thinking in students to develop appropriate strategies, tools, techniques, and models for counseling.

Course Contents

Teaching Hours

Unit I: Counselling: Introduction

9

1. Meaning nature definition and scope of Counseling.
2. Counseling Psychology: Historical context, development in the Nepali context, and current status
3. Basic forms of counseling (virtual and in-person): Individual counseling, Group counseling, Couple counseling, Family counseling, Career counseling, Rehabilitation Counseling, Crisis counseling.
4. Ethics: Professional standards and guidelines for responsible and ethical practice.
5. Multicultural Competence: Working effectively with clients from diverse cultural backgrounds, incorporating awareness, knowledge, skills, and action.
6. Positive Psychology and Resilience: Focusing on client strengths and resources to facilitate growth and overcome challenges.



Unit II: Counseling Process

6

1. Identification/Intake
2. Beginning/Rapport building
3. Assessment
4. Goal setting
5. Implementation
6. Termination

Unit III: Therapeutic Counseling Skills

15

1. Introduction to Basic communication skills
 - a. Non-verbal communication skills
 - b. Verbal communication skills
2. Introduction to advanced communication skills
 - a. Confrontation (Gentle Challenge)
 - b. Self-Disclosure
 - c. Feedback
 - d. Psychoeducation
 - e. Logical Consequences: Exploring the potential outcomes of different decisions or actions, empowering clients to make informed choices.

Unit IV: Case Formulation

9

1. Identifying and organizing presenting problems
2. Understanding the causes and maintaining factors
3. Identifying core beliefs and patterns of the client
4. Identifying maintaining factors and barriers to change (Coping Mechanism)
5. Collaborative goal setting
6. Planning interventions
7. Follow up

Unit V: Field Visit and Skills Practice

9

Students will practice the skills they have learned in the community setting and prepare case study reports. The task will be supervised, and students will prepare and submit the final report.



Teaching Methods

This course is a practical course supported by brief theoretical classes. Instructional methods will include lectures, PowerPoint presentations, role-play, fieldwork, group work, group presentations, and videos.

Learning Practice Activities

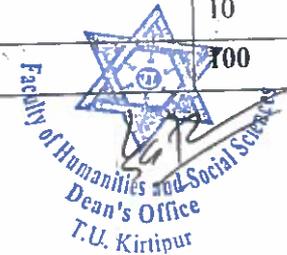
In addition to classroom demonstrations and group exercises, students are required to actively engage in counseling practice in the community. These activities include providing psychoeducation, offering emotional support, conducting assessments, developing counseling plans, and more. Upon completing the required hours (at least two weeks) of community visits and services, students must prepare and submit a detailed report to their teacher or supervisor.

Students are required to

- Participate in role-play, case conferences, and presentation sessions.
- Create a plan tailored to the client's needs and conduct assessment and counseling sessions.
- Complete a mandatory 50 hours of counseling and support sessions.
- Develop and manage community cases and prepare a case study
- Conduct individual counseling and group psycho-educational sessions within the community, ensuring proper documentation.
- Submit a comprehensive report.

Internal/ External Evaluation

Headings	Marks
Attendance, participation, and interaction	15
Skill learning and practices (Classroom activities)	10
Case conferences and case study preparation	10
Community visits, intervention, Case documentation, and session report	15
Group work and Presentation skills	5
Conduct Psychoeducation sessions in school and the community and prepare a report	15
Internal assessment	20
Viva	10
Total marks	100



Recommended Readings

- Aldridge, S & Rigby, S. (2004). *Counseling skills in context*. Holder & Stoughton.
- Conte, C. (2009). *Advanced techniques for counseling and psychotherapy*. Springer.
- Flynn, S. V., & Castleberry, J. J. (Eds.). (2023). *Counseling Theories and Case Conceptualization: A Practice-Based Approach*. Springer Publishing Company.
- TRAINING HANDBOOK ON *Psychosocial Counselling for Children in Especially Difficult Circumstances* A trainer's Guide
- [www.iccwtnispcanarc.org/upload/pdf/3568520192trainers%20guide%20counselling-training-manual%20by%20UNICEF\(Nepal\).pdf](http://www.iccwtnispcanarc.org/upload/pdf/3568520192trainers%20guide%20counselling-training-manual%20by%20UNICEF(Nepal).pdf)

