



**Short term Programme in School Counselling  
Offered By  
School of Human Ecology  
Tata Institute of Social Sciences**

## **Course Title: Short-term Programme in School Counselling**

**Rationale:** The main aim of this Short-Term Programme in School Counselling will be to support counsellors working in schools through the provision of supervised field work or “supervision of the practice”. More importantly, an agentic perspective, which will include a humanistic perspective and interventions that are child and family-based in a systemic perspective that have been the underlying base of the Course will inform this Course as well.

### **Eligibility for the Course:**

- Completion of Masters in Psychology or Masters in Education from a recognized University
- Minimum three years of experience as a counsellor and with some background of working with children

**No. of Seats:** Maximum number of students to be admitted to the course: 10

**Duration of the Course and Course Time:** 1 Semester - 15 weeks (three and a half months): classes once a week; field practice (if not working or has not worked in school settings) for 2 full days a week and one a hour a week for supervision (Individual Conference), and regular group conferences.

**Number of hours required to be completed by the participants over 15weeks:** 100 Hours.

60 Hours of classroom teaching, 25 hours of field work and 15 Hours of Supervision. 4 hours of classroom teaching every week, 1 hour of supervision per week and 12 hours of field work per week (initiated by the participants in their respective field settings during the course duration).

**Fees payable:** Rs 13,800/- per student. (If the student opts for detailed assessment in career counselling from another module, extra charges will be applicable; Caution Deposit and Library Deposit will be returned to the student on completion of the Course; actual cost of the Course will be Rs 11,800/-).

**Process of application:** Participants need to send their applications by email on or before 10th of November, 2016. The applications will be screened and suitable candidates will be called for a brief interview. Selected candidates will be informed by email. Once selected, participants need to fulfil all the requirements of course completion (including attendance for lectures, field work, supervision and course evaluation) in order to get the final certificate of completion. All matters related to the selection will be at the sole discretion of School of Human Ecology.

**Applications can be sent at:** [mamatha.shetty@tiss.edu](mailto:mamatha.shetty@tiss.edu), [rajanimk@tiss.edu](mailto:rajanimk@tiss.edu) and [samruddhi@tiss.edu](mailto:samruddhi@tiss.edu)

### **Important Dates to Remember:**

<b>Last Date for Receipt of Completed Form by email</b>	20th November, 2016
<b>Personal Interview</b>	22nd November, 2016
<b>Announcement of selection</b>	23rd November, 2016
<b>Course orientation and commencement</b>	25th November 2016

*Candidates will not be provided with accommodation facilities Selected candidates will be assisted to find accommodation close to the Institute.*

### **Introduction to the School of Human Ecology:**

The School of Human Ecology (SHE), has a broad, holistic view of the psycho-social adaptability of individuals, the relationships between individuals, their societies and the environment. The term "*human ecology*" refers to all aspects of the human experience and everything in the environment that defines quality of life. SHE started its MA in Counselling Programme in June 2009. Since past two years, the School has been offering a Masters level programme in Applied Psychology with two specialisations- Counselling and Clinical Psychology. The School is uniquely positioned with expertise in the area of Applied Psychology for the training and development of skilled professionals to work with individuals, families and communities on aspects of well-being and quality of life.

### **Objectives of the School:**

- To respond to the emerging needs of individuals, families and communities in the context of economic, social and cultural changes in society
- To foster knowledge acquisition and develop skilled professionals in the areas of life span human development and applied psychology
- To understand the changing socio-cultural ecology for the individual and families through interdisciplinary research
- To address the effects of globalisation and its influences on human development and well-being by developing strategic interventions and outreach programs activities
- To undertake advocacy and networking in order to develop awareness and influence policies on issues of mental health and human development

### **About the Short-term Programme for School Counselling**

The Course aims to enhance the professional skills and strengthen field practice of already existing professionals in the field by strengthening theory and by providing supervision. Systemic and contextual analysis of the school further strengthen the interventions undertaken at the individual, family and school level. School Counselling has also been conceptualised to address all aspects of school-based counselling. Theories relevant for school-based practice, career counselling, research readings, development of therapeutic intervention modules, assessment and placement in school settings (if required) and with a possibility of working with parents are components of this Course. Faculty with adequate specialised knowledge will teach and provide supervision for this Course.

On completion of the course the student will develop a holistic understanding of the child in school setting; Addressing Needs And Problems of Children, Adolescents and Parents, Social – Emotional and Academic Issues of Children in School Settings, School phobia and examination anxiety, issues with peers and classmates, Bullying, etc., Working With Teachers, Parents, the School System; Career Counselling and Guidance.

## **Objectives of the Course:**

Perspectives and issues surrounding children in school settings, in school-based problems, developmental aspects surrounding the school-age children, aspects related to the family and the problems arising from the school as an organisation will be addressed. Agentic strength-based approach to problem-solving will be the aim. Students will get inputs from direct instruction, professional supervision and discussions in individual and group settings with faculty and practitioners. It is hoped that students will get opportunity to work at building parenting skills and career counselling skills. Supervision will focus on understanding the setting and its linkages to client problems, client dynamics, students' skills, and the students' individual issues that may impact their delivery of counseling services.

1. To have knowledge and understanding of systems theory to analyze how community, environmental, and institutional opportunities and barriers influence children/adolescents academic, career, and personal/social success and overall development;
2. To understand the context of the school, the wider relationship of the school to society, the school administration, the teachers and their roles and responsibilities (school as a developmental niche and the beliefs and practices of its members). To understand the home-school relationship and its dialectics across socio-economic settings.
3. To understand the child as a learner and the learning problems and disabilities in the context of the school - Understand the nature of learning and cognition and the developmental problems of the stage, the social-cultural nature of learning, the role of affect in cognition. To develop holistic understanding of children and their development so as to address issues arising in the school settings and their lives, through varied assessment means
4. To be able to use coordination, collaboration, referral, and team-building with teachers, parents, and community resources to facilitate successful development of all children/adolescents. To implement group/therapeutic sessions and parenting workshops. To plan and implement comprehensive individual and school-based interventions to monitor and help assist in the change process at individual and systemic levels.
5. To understand one's own role as a counsellor in the context of the school and acquire skills to work with teachers, children and parents in the school system.

**Credit Distribution for the Short-Term Course:** 4 Credits for Theory, 4 Credits for Practice, 1 Credit for Concurrent Reports and 1 Credit for Supervision. The practice component has a 50% weightage and through the Semester, field supervision will be a part of the course transaction.

**Assessments:** Examinations and/or assignments (preparation of modules for intervention), case conceptualisation and presentations), field practice assessment (utilisation of supervision inputs, concurrent field practice reports and practice skills).