

## SEC 1

### Stress Management and Counselling

Credit : 3 Hours:72

Objective: An overwhelming majority of people in our country and abroad are vehemently affected by the stress generated by the environment they live in. Especially the student community nowadays is facing enormous stress in the fast growing competitive and materialistic society. Stress is the response to events/circumstances that produces threats to the individual well-being. Thus management of stress is very much required for the sake of general well-being and sound mental health. This Skill Enhancement Course (SEC) is designed looking at developing practical knowledge of counselling for handling mental health issues especially stress. In SEC1 the basic idea of mental health and counseling would be dealt with, which would be followed by (in coming semesters) developing the knowledge of the process of counseling, causes of disorder and stress management to be precise.

#### Unit-I

1. Basic concept of Mental Health
2. What is Counselling?
3. Area and Scope of Counselling.
4. Qualities of counsellors.
5. Difference between Psychiatrist and Psychotherapist/Counsellors.

#### Unit-II

##### 1. Basic skills of Counselling:

- a. Listening – What is listening? Difference between hearing and listening, Why listening is important? Types of listening (Inactive, selective and active listening).
- b. Responding – Which are not counsellor's responses? (with example), which are counsellor's responses? (with example)

#### Unit-III

1. Three conditions of counselling: Genuineness or Congruence , Complete Acceptance or Unconditional Positive Regard for the client, Empathic Understanding by the therapist.

#### Unit-IV

1. Some major ethical issues of Counselling
  - a. Confidentiality: What is confidentiality? Moral dilemma centering confidentiality.
  - b. Neutrality: What is neutrality? Moral dilemma centring neutrality.

#### Recommended Readings:

1. *Basic Counselling Skills*, Richards Nelson Jones, Better Yourself Book, Mumbai
2. *Introduction to Counselling Skill*, Richards Nelson Jones, Sage Publication
3. *Patient-Physician Relationship*, edited by RatnaDutta Sharma and Sashinugla, Decent Books, New Delhi

4. *Confidentiality and Neutrality in Psychotherapy: A Philosophical Review*, Somdatta Bhattacharyya, Papyrus
5. *Counselling*, edited by Dr. Jyotsna Saha (Selected Chapters), Cider Press
6. *Health Psychology*, M.R. Di Matteo, & L.R. Martin, (2002). New Delhi: Pearson.
7. *Therapeutic Psychology. Fundamentals of Counselling and Psychotherapy*. L.M. Bramer, E.L. Shostrom, (1982). New Jersey Prentice Hall.
8. *Psychotherapy: An Eclectic Approach*, S.L. Garfield, (Ed) (1980), New York, John Wiley and Sons.
9. *Counselling Psychology: Practices, Issues and Intervention (India Edition)*, Gelso, S. and Fretz, B. (2001), Cengage Learning.

Source Outcome: This course is designed to attain the basic knowledge of counselling and stress management that would help a student to develop a keen eye for identifying a person with mental health problem and extend support for them, which is known as befriending. Other than that a person may develop emotional maturity, self-awareness, skill of effective communication, respect for diversity and openness to other worldviews, knowledge regarding resolving or managing ethical dilemmas.

## SEC 2

### Stress Management and Counselling

Credit : 3 Hours:72

Objective: This course is designed to provide the knowledge of different techniques of psychological counselling so that the mental health issues can be handled. Further the basic notion of stress is also introduced. To note, training in this area is an intense matter and handling of mental health related problems is a serious issue. Accordingly, looking at the nature of the area concerned, both the clinical/technical and ethical aspects are to be taken care of.

#### Unit I

1. Counselling Process
2. Egan's Three Stage Skilled Helper Model

#### Unit II

1. Causes for mental health problems :
  - a. Distorted thinking
  - b. Communication
  - c. conflict

#### Unit III

1. Different approaches of Counselling :
  - a. Humanist Theory
  - b. Cognitive Theory

## Unit IV

1. Concept of Stress, Eustress & Distress (Acute, Episodic acute, Chronic)
2. Stressor/Sources of Stress: Life event (Family related etc), Traumatic event (Death etc), Day to day hassle (academic, work related etc)
3. Stress vs Anxiety

### Recommended Readings:

1. *The Psychoanalytic Process*, Basic Books, P.Dewald, New York, 1970
2. *The Origins of Psychoanalysis*, basic Books, S.Freud, New York, 1954
3. Cognitive therapy: Nature and relation to Behaviour Therapy, A.T.Beck, *Behaviour Therapy*, Vol 1, Issue 2, 1970
4. *Cognitive Behaviour Therapy: Basics and Beyond*, Judith S. Beck and A.T.Beck, 2020
5. *Client Centered Therapy*, C.R.Rogers, Houghton Mifflin, Boston, 1951
6. *On Becoming a Person*, C.R.Rogers, Houghton Mifflin, Boston, 1961
7. *Counselling*, edited by Dr.Jyotsna Saha (Selected Chapters), Cider Press
8. *Egan's Skilled Helper Model: Developments and Application in Coounselling*, Val Wosket, Routledge
9. *Stress Management and Prevention: Applications to Daily Life*, D.D.Chen, Taylor and Francis, 3<sup>rd</sup> edition, 2017
10. *Comprehensive Stress Management*, 10th Ed.,J.S.Greenberg, (2009), Tata McGraw-Hill Publications.
11. *Handbook of stress: Theoretical and Clinical Approaches*, L.Goldberger, & S.Brezenitz, (1982), NY FreePress.

Course Outcome: To grow an insight for education and training in an integrative approach to psychological counselling and therapy to a level appropriate for, to develop idea regarding the context of counselling and psychotherapy in contemporary society including ethical and non-discriminatory practice, to attain reflective and critical thinking, to learn about therapeutic relationship founded on the qualities of empathy, acceptance and genuineness and to take an active role as a member of professional community.

## SEC 3

### Stress Management and Counselling

Credit : 3 Hours:72

Objective: The goal of Stress Management Education is not to shelter students from stressful situations, but to help them develop the ability to respond to stressful events in a positive and constructive way.

Confrontation with stressful situation needs to be encouraged rather than to be avoided. Thus, the quality of life would be enhanced.

#### Unit I

1. Effect/Impact of Stress:  
Physiological, Emotional/Psychological, Cognitive & Behavioural.
2. Stress in student life: Academic, relationship etc.

#### Unit II

1. Coping with Stress:
  - a. Problem focused/ Task oriented strategy
  - b. Emotion focused/ Avoidance oriented strategy
2. Stress Management:
  - a. Counselling help (Cognitive Behavioural Therapy)
  - b. Medication
  - c. Relaxation Technique
  - d. Meditation
  - e. Exercise (Surya Namaskar, Asanas, Pranayama, Walking etc.)
  - f. Promoting positive health and well-being (social skill training, indigenous training etc.)

#### Recommended Readings:

1. *Comprehensive Stress Management*, 10th Ed., J.S.Greenberg, (2009), Tata McGraw-Hill Publications.
2. *Stress and Health: Biological and Psychological Interactions (Behavioral Medicine and Health Psychology)*, 2nd Edition, W.R. Lovallo, (2004), Sage Publications.
3. *Psychological Perspective of Stress and Health Concept*, G.Mishra, (1999)
4. *The Beginners Guide to Counselling and Psychotherapy*, 2nd edition, S.Palmer, (2015), Sage Publications
5. *Counselling for Stress Problems*, S.Palmer, and W.Dryden, (2010), Sage, New Delhi.
6. *Developing Cognitive Behavioural Counselling*, M.Scott, S.G.Stradling, & W.Dryden,(1995), Sage.

Course Outcome: To understand the nature of stress and its impact on health and behavior, recognize the stressors and signs of stress in own lives, recognize the cognitive components of stress especially the effects of one's automatic thoughts and internal dialogue on appraisal of stressors, to comprehend and implement the techniques of stress management and counselling, to live a stress free life.

