

BLOCK VI
GUIDELINES FOR PRACTICAL
(2 CREDITS)

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BA (Hons) PSYCHOLOGY (BAPCH)

BPCC 114: Counselling Psychology

Guidelines for Practical

(2 Credits)



**Discipline of Psychology School of Social Sciences
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1.0 PRACTICAL IN BPCC 114

As you know, BPCC 114: Counselling Psychology is of 6 credits, out of which 4 credits are for theory and 2 credits are for practical. Thus, to complete the course BPCC 114, you must complete both 4 plus 2 credits. To complete the four credits of theory, you will study all the 17 Units in this book, prepare and submit Tutor Marked assignment (TMA) related to these 17 Units at the study centre, and appear for term end examination on this at examination centre. To complete the two credits of practical, you will conduct the prescribed practical activities at your study centre (attending practical classes/Counselling sessions are mandatory), prepare practical notebook/record and submit at the study centre, and then appear for term end examination for practical at the study centre. You need to contact your study centre for details about practical exam.

Practical component of BPCC 114, which is of 2 credits, will be carried out in the Psychology Laboratory set up as well as field set up. For two credits practical, there will be two classes at the study centre. The number of counselling sessions allocated for practical is 02 sessions (01 session is of 03 Hours duration).

You will get to know the schedule of practical (as well as theory) classes from the study centre. You may also visit the website of your Regional Centre, where the schedule of sessions is displayed. Ensure that you do not miss any practical class. Unlike Counselling sessions for the theory component of the course, the sessions organized for the practical are mandatory. Thus, you must attend all the sessions. There is weightage given to attendance in evaluation also (refer to 7.0 Evaluation scheme).

As part of the practical of BPCC 114, you will carry out the following:

1. **Tests on Aptitude or Creativity or Sentence completion test (you need to do any one only)**
2. **Case history, Interviewing, and Diagnostic formulation**

Thus you need to do one test, either aptitude or creativity or sentence completion test; and complete one case study by collecting case history, interviewing the case and arriving at a diagnosis. Let us discuss about each of these activities. But before this, it will be helpful for you to know about psychological tests in general.

2.0 ABOUT PSYCHOLOGICAL TESTS

You have already read about psychological tests, their administration and interpretation in the Practical Guidelines section in BPCC 103 and also in BPCC 110 in previous semesters. We will briefly recapitulate it here.

Psychological tests are mainly used to assess individual differences in various human abilities and personality. The most common uses of tests are classification, diagnosis and treatment planning, self- knowledge, program evaluation and research. Psychological tests can be used in different settings like schools, hospitals, organizations and welfare organizations. They can also be used for research purpose. They are not only used to diagnose mental disorders, but may also be used to select individuals for different

jobs, to determine career choice and grades, etc. Tests are also used to assess personality and adjustment pattern.

Thus psychological tests have varied use and they help in gaining better understanding of different aspects of the individual. However, these tests are developed following a systematic, scientific method, and should be used with utmost care as they deal with human beings. Hence it is important that one is properly trained to administer psychological tests.

Test Administration and Scoring

Test administration can be either individual or group. The administration of a test should be according to a uniform and specified set of instructions. This is the first principle of test administration. 'A test is considered standardized if the procedures for administering it are uniform from one examiner and setting to another' (Gregory 2004: 54). If a test is not administered according to the specified set of instructions, there will be no uniformity in the administration of the test. The result of such a test will not be reliable. Test administration should follow the guidelines given in the manual. Some important points that the investigator should know before administering a test are given below:

- Every psychological testing procedure, as we already said, has a purpose and rationale. Before using a test, tester should see whether the test fulfills the purpose at hand. The question that one needs to ask is, why do I use this test, what is the purpose of using this test? If all the questions are satisfactorily answered, then one should proceed and use the particular test. But if the use of the test is not rationalized on any ground - purpose, population, or context of using the test - the test should not be used.
- Before using a test, examiner must be familiar with the materials, instructions and the procedure to be followed in the test.
- An examiner should be sensitive to disabilities in the examinees. Disabilities related to hearing, vision, speech or motor control may affect test performance. In case of unrecognized disabilities, serious errors of interpretation may occur.
- Examiners should allot proper time for the entire testing process: set up, reading instructions and actual test taking by the examinees. Allowing too much time for a test is equally erroneous as allowing less time.
- Instructions should be read out in a clear and loud voice. Examiners must stop to answer the questions if the instructions are not clear to examinees.
- The physical conditions (testing room) should be suitable for the test. The conditions such as illumination, temperature and humidity should be taken into consideration before the test. The testing environment should be pleasant, quiet and well illuminated with proper writing desk (in case of a test where answer sheet is required to be filled up).
- Establishing rapport is the first thing that examiners need to do when giving a test to an individual or a group. 'Rapport is a comfortable, relaxed, unconstrained, mutually accepting interaction between persons' (Reber and Reber 2001 : 597), especially between an examinee

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and an examiner. It is essential requirement to motivate examinees to cooperate during testing. It is more important in individual testing and particularly when examinees are children. Failure in establishing rapport may cause anxiety, hostility, and uncooperative behaviour in examinees/test participants.

- The scoring of the test should follow the pattern as specified in the test manual. If scoring is not numerical, the method of interpretation should also follow the guidelines as given in the test manual.

Thus, a psychological test is a standardized instrument in the sense that it provides well defined procedure and instructions, the items used in the test are reliable and valid and the test depicts scores in terms of standardized scores. In the present times when we have access to computer assisted test administration and scoring, the accuracy and precision in administration will require proper training and practice of the examiner both on technical and human grounds.

Report Writing

After administration of a psychological test, the findings are to be presented in the form of a report. Report should be written clearly. The report should be properly divided into sections and subsections and the findings should be tabulated wherever required.

The report should be written in passive voice. For example, instead of writing 'I gave the test booklet to the examinee', one should write, 'the test booklet was given to the examinee'. The report should be written in a standard format.

Being Qualified and Trained in Psychological Testing

There are two aspects of being trained in psychological testing:

(a) Technical and Theoretical Knowledge

One should have technical and theoretical knowledge of psychological testing and its applications.

Some basic components of this knowledge are:

i) Knowledge of test construction

Today testing is required in every field: schools, industries, selection agencies, hospitals, special education centers, rehabilitation centers and various other organizations. A Counselling psychologist may face the task of choosing a test from the available tests or developing a test as the situation demands. In both the situations, knowledge of test construction is mandatory. If one needs to select a test, one should have the knowledge of basics of test construction. How the test is developed? Whether it has proper norms or it is standardized, what is the method of scoring, etc. All this information requires technical knowledge about the test construction process. Otherwise, decision of choosing will be fraught with biased assumptions. The theoretical knowledge pertains not only to the selection of test, but also to the construction of tests. One might face such a situation when no test is available, or the available test is outdated, or not suitable culturally. Suppose you are required to make an index of happiness of people in your country or your state or city. How to prepare such an index? You come to know that one such procedure is available in some other country. But the definition of

happiness may differ from one country to the other. At one place, it may be family, which is primary source of happiness to persons, but at the other, it may be secure future and material prosperity. Thus, one might decide to prepare a questionnaire to study the level of happiness.

ii) Efficiency in application

Which measure one should choose if one is to find out whether a child has learning disability or not. One might need a range of procedures – paper pencil test (e.g., tests of learning and intelligence), observations, interviews with the child, parents and teachers. Which test one should choose - verbal or non-verbal, some qualitative approach or quantitative or both, whether the test is fit for the cultural background. These decisions need not only theoretical knowledge, but also insight on the part of the investigator, which comes with knowledge, practice and experience.

iii) Efficiency in scoring and interpretation

Scoring procedures in testing are developed through rigorous statistical procedures. While using psychological tests, one is required to have sound knowledge of statistical principles applied in psychological testing. How the reliability and the validity of the test have been calculated? How the norms of the test have been developed? Knowledge of these technical aspects helps both in construction, selection, revision and adaptation of a test. Interpretation is an essential aspect after scoring which also involves explaining the significance of the scores, for instance, what does it mean for a person who gets IQ score of 94? To fulfill all these purposes, an appropriate explanation is an essential requirement from the part of the investigator.

(b) Developing Skills

One needs to have appropriate skills necessary for the application of psychological testing, for example communication skills, being a good observer and empathetic listener, etc.

The work of a psychologist is more like an artist. They need to observe, listen, feel and be aware of the body language of the test taker. Observation here is not only a method used to study a specific problem. It should be developed as a habit. How to see things: people talking to each other in buses, trains, or offices; youngsters chatting outside a mall, people writing their views in newspapers and magazines, people behaving with each other in families, in offices, in traffic etc. It need not be a deliberate exercise once it is developed as a habit. ‘A psychologist should be a good writer’, said a wise man. Psychology is a science in the methods it uses, but it is essentially an art in its application. This art will develop gradually when you observe and contemplate and develop the habit of writing things systematically. After observation, another important skill is communication skills. Psychologists working as therapists, counsellors, trainers or psychometricians require communication with others. Communication is a chain of events from the speaker to the listener. The chain of events involves

Production → Transmission → Reception
(Encoding) (Decoding)

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Thus, communication involves a message (information) a code (language) and a channel (written-visual, spoken-auditory) through which information is transmitted. A psychologist should learn to be a good listener before learning to be a good speaker. S/he should learn where and when to speak and where not to. Being just a listener is not sufficient; a psychologist should be an empathetic listener. S/he should feel what others are feeling.

Psychologists should be sensitive to the cultural differences. Various behaviours have their roots in the cultural milieu of a person. The way people talk, greet, their eating habits and sometimes their sensitivity to their surroundings are affected by the environment they live in. If a psychologist is not sensitive to the cultural and environmental factors, there will be no meaning of the inferences drawn from observations and testing, and ultimately will be harmful for the individuals and society at large.

Knowledge of ethical principles during testing is also expected from a trained psychologist/counsellors. Ethical guidelines for testing are called ethical principles and code of conduct. Psychologist should comply with these principles to avoid any mistake in research and testing. In general, we can phrase principles of ethical treatment as,

- Right to safety
- Right to respectful treatment
- Right to confidentiality
- Right to be informed – technically called informed consent – an examinee should be informed about the nature of the test, risk involved, purpose, and use of information of the test beforehand and only if s/he agrees the examiner should proceed with testing. Examinee should also get informed about the results of the study and use of the test findings.

All the above rights of examinees should be respected during testing and research. In a nutshell, a psychologist should take responsibility of working with human beings very honestly that will serve the purpose well for both the test administrator and the test taker.

Now let us discuss the specific practical activities to be carried out in BPPC 114.

3.0 PRACTICAL 1: TESTS ON APTITUDE OR CREATIVITY OR SENTENCE COMPLETION TEST

In the practical classes, you will learn how to administer psychological tests in a controlled condition, that is, in a laboratory setup at your Study Centre. The test will be carried out on a human participant and you will be the test administrator. While conducting the practical in the classroom set up amongst your classmates, you may also be the participant for another learner.

The tests that you will learn in practical are related to various topics that you have read in psychology. These tests are relevant in the context of Counselling for various population. The above mentioned tests are only examples of the use of such psychological tests in Counselling. There are

tests related to other aspects/variables also which can be used in the context of Counselling.

Your academic counselor will take the practical classes and supervise you while conducting the practical on each other in the classroom set up. You will learn how to administer a psychological test, score it and interpret it. You will follow a standard procedure for administration, scoring and interpretation of the result and findings. You will also learn about ethical issues in psychological testing. You can clarify all your doubts arising while pursuing this course from your academic counselor.

The tests will be conducted and written in proper format in the Practical Record/Notebook.

Below is given a brief description of the tests that you will be learning as part of your practical. You will be doing only one out of these three tests. Ensure that you are not repeating the test that you might have done in earlier semesters.

TESTS ON APTITUDE

Aptitude refers to the potential abilities of an individual in a specific area, for instance, one can have potential to excel in music; thus proper training provided to the individual will facilitate its manifestation and achieving excellence in music. Tests of aptitude are especially important in academic and career guidance and Counselling. It helps recognize the special abilities in the person and can provide appropriate guidance and Counselling for making educational and career plans. Aptitude testing can include a particular ability or a cluster of special abilities required to do a task or a job. Thus aptitude tests can predict future success in a specific field.

It is important here to know the difference between the terms aptitude, interest, ability, and achievement. Interest refers to one's preferences whereas aptitude indicates the potential in the individual with regard to a particular thing. For example, a person may like to sing (an interest), but may not have any musical potential to sing well (aptitude). Ability refers to what the individual is capable of achieving in the present situation. On the other hand, achievement refers to what the individual has been able to learn/achieve. Thus, ability is concerned with the present whereas achievement depends on past experience and training. Aptitude is concerned with future performance, what the individual can achieve with necessary training input given.

Aptitude tests usually consist of a battery of subtests, each assessing a different aptitude. The most commonly used Aptitude tests are

- Differential Aptitude Test (DAT)
- David's Battery of Differential Aptitude (DBDA)
- General Aptitude Test Battery (GATB)

For instance, Differential Aptitude Test (DAT) developed by Bennett, Seashore and Wesman (1984) consists of eight subtests. These are Verbal Reasoning (VR), Numerical Reasoning (NR), Abstract Reasoning (AR), Spatial Reasoning (SR), Clerical Speed & Accuracy (CSA), Mechanical Reasoning (MR), Language Usage (LU), and Spelling and Grammar

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(S). Depending on the requirement, counselors can administer the whole battery or specific subtests. Different occupations may require different combinations of subtests. Always refer to the test manual to know the details of the test.

You need to remember that tests provide only information about certain aspects of the individual based on which we may make certain predictions. However, for such predictions to be more effective, one needs to collate data from other sources also. For instance, one's academic performance, interests, motivation, personality characteristics, attitude towards various things, general mental ability, socio economic background, family circumstances etc. may influence one's educational and career planning. Hence aptitude tests scores need to be used in conjunction with other test scores and data to provide effective guidance and Counselling to the client.

You will carry out any one aptitude test under the guidance of the academic counselor at the study centre.

TESTS ON CREATIVITY

You have learned about creativity, its meaning, theories and assessment in Unit 10 of BPCC 103. As you know, creativity involves thinking in new and original ways to find a solution. It is the ability to come up with novel ideas and possibilities that will be relevant and useful for solving a problem, making adjustments, reducing conflicts, adapting to a situation and promoting well-being in individuals. The divergent thinking involved in creativity helps one in generating divergent ideas and possibilities that can lead to solution or improve things. 'Out of the box' thinking involved in creativity helps in brain storming the varied alternatives and possible solutions. Thus it has implications in the context of Counselling.

Tests of creativity focus mainly on the four aspects of creativity namely, fluency, flexibility, originality and elaboration. These refer to the speed with which one can create new ideas, the different ways in which one can create ideas (i.e., the number of ideas), newness or uniqueness of ideas generated, and extent to which one can elaborate or discuss upon an idea. All these together contribute to creativity consisting of novelty, divergent thinking as well as practicability and usefulness of the creative idea or product.

There are various creativity tests used to assess creativity:

- Guilford's (1967) Divergent Production Test (DPT): It requires the respondent to provide varied and relevant responses to each test item, e.g., "List the various ways in which a pencil can be used".
- Mednick and Mednick's (1967) Remote Associates Test (RAT): This test requires that different items not related with each other, must be linked together with a single word. For example, suggest a single word to link the words 'square root', 'coffee' and 'kitchen'? This will require the individual to think in unusual and unique ways to come up with ideas.
- Torrance Tests of Creative Thinking (TTCT). It consists of seven Verbal tests (thinking creatively with words), and three Figural tests (thinking creatively with pictures). *Baqer Mehdi test* is an adopted version of Torrance test of creative thinking. It consists of four

subtests such as Consequences test, Unusual test, Similarity test, and Product Improvement test.

- Passi-Usha Test of Creative Problem Solving (PUTCPS) was developed by B. K. Passi and Usha Kumar (1996). It is a measure of creative problem solving in children as well as adults. The test consists of seven items and is non-verbal in nature (in drawing form). It assesses the originality and elaboration aspects of creativity.

You will carry out any one creativity test under the guidance of the academic counselor at the study centre.

SENTENCE COMPLETION TEST

Sentence completion tests (SCTs) can be described as semi-structured projective techniques. They help to know about the personality of the individual, especially exploring their inner conflicts, needs, aspirations and attitudes. Such tests can be useful in the context of Counselling individuals faced with conflicts, sexual abuse, relationship problems, and adjustment difficulties. Being projective techniques, SCTs can elicit uncensored responses from the respondents/clients that can reveal the dynamics of their inner feelings and conflicts. Since these tests do not involve direct questioning, the individual is not self-conscious and is less likely to give socially desirable responses. There is more probability that their responses will indicate their true nature and attitude when they provide the first ideas and responses that come to their mind. This will help in providing appropriate intervention and therapies to the clients.

The first sentence completion test was developed by Hermann Ebbinghaus in 1897 to assess intellectual and other cognitive abilities such as reasoning in school children in Germany. In general, sentence completion tests consist of providing respondents with a series of incomplete sentences that consist of only the stems or the beginnings of sentences, and they are asked to complete the sentences in their own words whatever way they wish to. Thus these are easy and convenient to administer.

Various Sentence Completion Tests are available and can be used in the practical.

- Julian Rotter's Incomplete Sentences Blank (Rotter & Rafferty, 1950), consisting of 40 items, is a widely used test.
- Sacks Sentence Completion Test is a 60-item test for adults that consists of items related to four areas, namely family, sex, interpersonal relationships, and self-concept.
- Sentence Completion Test developed by L. N. Dubey and Archana Dubey is for 14-19 years age group. It consists of 50 items and aims at assessing three main traits of personality - Sociability, Self Confidence and Ambitions. Incomplete sentences are given and the respondent has to complete these as quickly as possible with the first thought that comes to their mind. There is no time limit but the respondents are asked to complete the test as quickly as possible. No sentence is to be left incomplete. All the sentences in the test either reveal positive or negative aspect of any one given trait. Every sentence can thus be placed in to three categories: Positive (2 marks awarded), negative

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(1 mark awarded) and neutral (0 marks awarded). The serial number of statements under each of the three dimensions is provided in the manual along with the interpretation of the raw scores.

You will carry out any one sentence completion test under the guidance of the academic counselor at the study centre.

Format for Reporting the Test (Practical 1) in Practical Notebook

As mentioned above, you will be administering and conducting one psychological test either on aptitude or creativity or sentence completion test. Ensure to conduct the test, which you have not done in any previous semester so that you would be able to learn about different tests. You will need to follow a specific format as given below while reporting it in the practical notebook/record.

The format for reporting the conduction of psychological test is as follows:

- **Title:** This heading will mention the ‘title’ or ‘name’ of the practical, e.g., Sentence Completion Test
- **Aims/ Objectives:** This section will consist of the main objectives or purpose of the practical. For example, if you are performing a test on ‘Sentence Completion Test’, then the basic objective of the test will be: ‘To assess the personality of the participant using Sentence Completion Test’.
- **Introduction:** Here, the historical background of the test is mentioned. The concept is defined and discussed. For example, in case of Sentence completion test, the historical background of it is described. The concept of projective technique is explained and the theories related to it are discussed.
- **Description of the Test:** Under this, the details with regard to the particular Sentence Completion Test are mentioned, like author of the test, basic purpose of the test, number of items, dimensions/ factors included in the test, time limit, reliability, validity, and scoring.
- **Material Required:** The material required for administration of the test is mentioned, for example, the test booklet, answer sheet, scoring key, pencil, eraser etc. as needed in the testing situation.
- **Participant’s Profile:** This will consist of all the detailed information about the participant, like, name of the participant (optional), age, gender, educational qualification, occupation, marital status, type of family etc.
- **Procedure and Administration:** The following sub headings are included here;
 - **Preparation:** The material required for conduction of the test like, test booklet, answer sheet, stopwatch (if required) are kept ready.
 - **Rapport:** You have to mention that rapport was created with the participant and that she/he was well informed about the details of the test.
 - **Instructions:** Instruction as given in the test manual is included here.

- **Precautions:** Precautions, if any, to be considered while administration of the test are mentioned under this sub-heading.
- **Introspective Report:** In some test conduction situation, introspective report is obtained from the participant. That is, after completion of the test by the participant, an introspective report is taken, that is, the participant's feeling and constraints faced by him/her while undergoing the test is mentioned under this sub-heading in first person within inverted commas.
- **Scoring and Interpretation:** After the participant completes the test, the answer sheet is to be scored with the help of the scoring key and the data is to be interpreted with the help of the norms given in the manual. The scores can then be mentioned and interpreted under this heading.
- **Discussion:** You have to discuss the result based on the interpretation. It may be further analyzed in the light of the introspective report.
- **Conclusion:** Under this heading, you have to conclude the findings of the test.
- **References**

The books, websites and the manual referred to by the learner are mentioned in American Psychological Association (APA) format. These should be alphabetically listed. Write the references in the specified format as mentioned below for books, journal articles, book chapters, and websites. Refer always to the latest edition of APA for any update (www.apa.org). Examples of how different sources are cited are given below.

For Books -

Anastasi, A. (1968). *Psychological testing*. London: MacMillan Company.

For Journal Article -

Dennison, B. (1984). Bringing corporate culture to the bottomline. *Organizational Dynamics*, 13, 22-24.

For Book Chapter -

Khan, A.W. (2005). Distance Education for Development. In S. Garg (Ed.) *Open and distance education in global environment: Opportunities for collaboration*. New Delhi: Viva Books.

For Websites -

<https://www.apa.org/ed/graduate/specialize/Counselling> (Accessed on 14th April 2022 at 7.34 p.m.)

4.0 PRACTICAL 2: CASE HISTORY, INTERVIEWING AND DIAGNOSTIC FORMULATION

As you know, Counselling is a professional service that requires specific skills by the Counselling psychologist to be able to provide effective Counselling to the clients. The first important requirement for a Counselling psychologist/counselor is to establish rapport with the client. The counselor then needs to collect initial information from the client related to their

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history and background, and also about the problem/issue the client is facing. These help in understanding the client background and assist in problem assessment. Thus case history taking and interviewing are two important Counselling techniques that help in collecting information about the client and understanding the problem. This helps in formulating a diagnosis for the client's problem which further facilitates undertaking appropriate intervention.

Interviewing is an important skill in Counselling. It helps in collecting case history or initial information about the client as well as understanding the problem and providing Counselling to the client in an effective way. As Kerlinger (1995, p. 441) describes, interview is "a face to face interpersonal role situation in which one person, the interviewer, asks a person being interviewed, the respondent, questions designed to obtain answers pertinent to research problem". Interviewing is useful not only to create rapport with the respondent/client before the Counselling process starts but also to obtain information about various details about the client and also to administer psychological tests. Effectiveness of Counselling thus depends on the interviewing skill of the counselor.

CASE HISTORY

It is necessary to take case history of a client so as to understand their background. Case history covers personal information like name, age, gender, religion, education, income, socio economic status etc. It further covers information about family, job if any, medical complaints, medical or any other treatment or help sought by the individual. Basically, it covers information related to the following:

- a) Personal details
- b) Personal history/development
- c) History of present illness
- d) Medical history
- e) Family history
- f) Social history

Details of what all are covered in case history, are given in the next section under interviewing.

INTERVIEWING

Counselling is a process where the counsellor helps the client to help herself/himself, develop awareness about the self and the situation, and accordingly make intelligent choices, plans and adjustments. It enables the client to take appropriate decisions. This requires the counselor to understand the client, their problems and situation in a proper perspective. Hence correct identification of the client's problem is a crucial part of the counselling process. In order to gain an understanding of the client's problem, the counsellor needs to first develop an understanding about the client – their needs, likes, interests, abilities, personality, values and goals etc. All these information are collected through an interview which is called History taking or Initial Interview.

The counselor needs to be skilled in conducting this initial interview as it has significance in terms of getting to know the client, making the client feel accepted and understood and develop confidence in the counselor.

Initial interview helps the counsellor to build rapport with the client. An informal method should be used to interview the client so that the client does not feel intimidated. The questions should be such to provide a wide understanding of the client's life, his/her interactions and relationships, emotions and motivations, behavioural problems and adjustments and goals in life. The process of intake interview or history taking usually starts with collecting standard information data or identification data such as name, age, address, education, occupation etc. In addition to collecting various information through questioning, the counselor needs to pay attention to the client's non-verbal behaviour also. The physical appearance, the present behaviour of the client, the body language of the client convey a lot about the client which the counselor needs to consider to get a comprehensive picture about the client. The most important thing before the interview is the assurance of confidentiality to the client. The client has to be assured of the security and confidentiality of all the information he will be providing during the counselling session and that no information will be disclosed without the client's consent.

An outline of the initial interview for taking case history is given below:

(1) Identification Data

It consists of personal details. These are mainly for the identification of the individual and to understand the basic details about the individual. It consists of the following:

Name (optional):

Address:

Contact No.:

Gender:

Age:

Educational qualification:

Occupation and Income:

Marital status:

Referred by:

Does the patient stay with parents/spouse/any other :

What is the position of the patient in the family: Eldest, middle or youngest or only child:

(2) Information Related to the Problem

Whatever information client gives about their problem should be recorded verbatim as it is. The following can be asked to the client:

- Nature of the problem/issue the client is facing for which counselling is sought
- Since when has the problem begun? How frequently does it occur?
- What is the duration and intensity of the problem/issue?

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- Precipitating factors if any: What pattern of events usually lead to the problem? When does it occur? With whom? What happens before and after the problem occurs?
- What are the thoughts, feelings and behaviour associated with the problem?
- What is the treatment taken earlier?
- If the client has got well at any time in between, what is the duration of such period of wellness?
- Was there any precipitating factor at each relapse?
- How many relapses have occurred?
- Any other treatment tried in between? What was the effect?
- Does the problem interfere with the client's day-to-day activities? To what extent?
- In what ways the illness causes inconvenience? (e.g., has to take leave from work place / school/ college; cannot carry on even the routine works; has to depend on others for everything; want to lie down and take rest; do not want to do anything)

(3) Client's Present Life Situation

- How is a typical day or week in the client's life?
- What type of activities related to social, religious, recreational does the client take up?
- What is the nature of the client's present educational and vocational situation?
- What is the nature of social interactions of the client, including behaviour at work or in school or during social gatherings?

(4) Family Setting

It includes information about parents and siblings, and the nature of relationships between family members. It also provides inputs on any family tensions and stresses, family ways of coping, family history of psychiatric illness (e.g., drug/alcohol abuse, suicide attempts).

- Age, education and occupation of father, mother and siblings
- Nature and type of personalities of the father and mother
- How is the relationship between the father and mother, relationship of each parent with the client and with other siblings, relationship of the client with the grandparents etc.
- Number of siblings, their name, age, sex, birth order, education, occupation and marital status
- Is there any history of long physical or mental illness/ disturbances in the family?
- Family mobility: How many places family has lived in, how many times parents have changed jobs. This information will provide insight into the stability of the family and the kind of socio-cultural exposure the client has had.
- Any one in the family is suffering/has suffered from any mental disorder:

- Anyone in the family is suffering/has suffered from any physical disorder:

(5) Personal History

This can cover various aspects like early development, childhood, school, adolescence, occupation, menstrual history, sexual history, marital history, details about children, social network, habits, leisure and forensic history.

- Educational history: academic progress and achievement from nursery to high school and post high school. How was the client in his academic career including his talents, hobbies, involvements in different activities, peer relationship and relationship with the teachers.
- Does the client have any personal or career goals in life? What are they?
- Work experience: has the client held part time/full time jobs, nature and duration of jobs, any significant experience/achievement during work, relationship with the coworkers etc.
- Medical history: any major illness/injury/surgery since childhood to present. The details of medical treatment that the individual has undergone or is undergoing has to be noted down.
- Marital history: relationship with the opposite sex/partner/spouse, any present or previous emotional involvements, reasons for previous relationships breaking down.
- Is the client currently using drugs/alcohol or has used in the past; to what extent?
- Is there any previous experience with counselling?

(6) Description of the Client during the Interview

It is very crucial to note down the client's appearance and behaviour during the counselling interview.

- Temperament: warm and friendly, energetic, lethargic, active etc.
- Behaviours/mannerisms: fidgeting, nail biting, disruptive/hyperactive behaviour, aloofness etc.
- Body language, facial expressions, postures and gestures, eye contact etc.
- Language: fluency, coherence, logical, tone of voice etc.
- Observation and noting down of each and every aspect of client's behaviour and personality is crucial. How open was the client, degree of motivation and interest shown during counselling, the self concept of the client, client's strengths, weaknesses and competencies all should be noted and recorded.

(7) Interview with Family Members

- Their view point in regard to all of the above.
- In what ways the illness causes them inconvenience? All the above things need to be recorded in detail as told by the patient/family members.

**Guidelines For Practical
(2 Credits)**

(8) Summary

At the end of the interview the counselor needs to analyze all the information obtained and see how the different information provided by the client may be linked to the problem that the client has presented in the beginning. This helps the counselor put the problem in a proper perspective. This will also help in deciding what type of counselling approach/strategy will be helpful for the client. The counselor must also take into account the social and cultural background of the client to understand the problem and provide appropriate and effective counselling.

DIAGNOSTIC FORMULATION

Based on all the information collected through intake interview, the counselor formulates a diagnosis for the problem/issue faced by the client. This helps in designing appropriate interventions to deal with the problem or adapt to situations and promote client well-being. However, as Counselling progresses, further in-depth interviewing helps the counselor and client to explore and understand the problem further, and apply intervention measures and therapies accordingly. Thus Counselling process is dynamic and evolving in nature through interviewing of the client.

As part of your practical 2, you will need to carry out the following:

- a) Learn about case history and intake interview
- b) Practice the interviewing skill by role playing in the class
- c) Collect case history and do the intake interview of one particular case (you can take the case of any age group and from any setting, e.g., school, workplace, neighbour, family, relatives, organizations, clinics etc.). The case can be self referral or referred by other individuals/clinics/institutions.
- d) Formulate a diagnosis based on the case history and intake interview

Format for Reporting the Counselling Case (Practical 2) in Practical Notebook

Reporting of the Counselling case can be under the following headings:

- a) About the case: write down how did you find the case
- b) Case history: write down the information collected as per the format/outline of the initial interview for taking case history described above
- c) Interview process: write down how was the interview conducted, place, duration, how did you establish rapport, any difficulty faced etc.
- d) Diagnostic formulation: analyze the information/data collected and formulate the diagnosis for the case.

5.0 ROLE OF ACADEMIC COUNSELLOR

Academic counselor will take the practical sessions/classes at the study centre. There will be a total of two classes (each of three hours duration) for the 2 credits practical component of BPCC 114.

The role of academic counselor in taking the practical sessions can be described as follows:

- 1) Go through the manual of the test thoroughly.
- 2) Explain the test in detail to the learners in the class.
- 3) Introduce the test in terms of:
 - History of the Test
 - Author
 - Development of the test
 - Features of the test (e.g. age group, number of items, dimensions, reliability, validity, norms)
 - Administration
 - Scoring
 - Interpretation
 - Uses of the test
- 4) After the introduction of the test, demonstrate to the learners how to administer the test.
- 5) The demonstration of administration will include the following:
 - a) Preparation for the test, for instance, keeping the test material (test booklet, answer sheet, stopwatch etc.) ready.
 - b) Establishing rapport with the participant, making him/her feel comfortable
 - c) Explaining the test (procedure, time limit, precautions)
 - d) Taking informed consent for undergoing the test and informing the participant that the test findings will remain confidential.
 - e) Taking permission to record the session, wherever applicable.
 - f) Reading the instructions for test administration from the manual and showing it to learners as to from where they have to read the instructions.
 - g) Clearing all doubts in the mind of the test taker/participant about the test administration.
 - h) The participant takes the test.
 - i) Taking the answer sheet from the participant after completion of the test.
- 6) Explain the scoring procedure (as given in the manual) to the learners.
- 7) Explain how to interpret the data.
- 8) Ask learners to administer the test on each other in pairs and monitor the same.
- 9) The learners will then administer the test on their own, score and interpret the results.
- 10) The learners will have to write a report of the test in the practicum notebook/record.
- 11) The practical record will be evaluated by the academic counselor following the evaluation scheme given in Section 7.0

6.0 WRITING OF THE PRACTICAL NOTEBOOK

The practical notebook should be handwritten in a neat and organized manner. You need to keep a photocopy of the practical notebook before submitting it to the study centre so that it will help you prepare for the practical examination.

The Practical Notebook should include a Title page (format given in Appendix I) and a Certificate (Appendix II). Acknowledgement (Appendix III) can also be taken while submitting the practical notebook at the study centre. This notebook is to be assessed by the concerned academic counselor who has taken your class.

Your practical notebook will contain the following:

- Title Page
- Table of Contents
- Report on the psychological test conducted
- Report on the case taken
- Your reflection on the practical activities conducted

The psychological test conduction and the case taken need to be written in the specified format. Reflection on the practical activities should include your experiences while doing the activities, what you learned in the process, how did you perceive your strengths and limitations in doing these activities, in what ways you can improve your skills further in these activities.

Ensure that you have written the Practical notebook containing all the above before you submit it to your study centre.

7.0 EVALUATION SCHEME AND TERM END EXAMINATION (TEE)

The **evaluation** of practical component (2 credits) consists of both internal and external evaluation. Total marks for practical component is 100 (Internal assessment is 50 marks and External assessment is 50 Marks). However, the weightage for internal evaluation is 70%, whereas external evaluation carries 30% weightage. The distribution of marks is as follows:

INTERNAL	Marks	EXTERNAL	Marks
Attendance	05	Conduction	20
Conduction of test and doing the case history and intake interview	30	Evaluation of answer script	10
Practical Notebook	15	Viva-Voce	20
TOTAL	50	TOTAL	50

Internal evaluation is carried out by the academic counselor after the practical classes are completed, whereas external evaluation is done by the external examiner during the term end examination. Internal assessment refers to actual conduction of practical in the classroom at the study centre and reporting them in the practical notebook in the prescribed format. You

will then submit practical notebook to the academic counsellor and get it corrected before the Practicum Term End Examination. There is also marks for attending the practical classes. External assessment refers to conduction/administration of a test on the exam day (TEE) and appearing for viva- voce based on the test conduction.

Term End Examination (TEE) for the practical will be organized at the study center. You will have to deposit separate exam fee for the TEE of practical component. The exam fee is Rs.150 (it is subject to revision). Kindly check the latest fee amount applicable from www.ignou.ac.in

You will bring the practical notebook at the time of examination. The duration of the examination will be of 3 hours. During the examination, you will conduct the test you have learned. You need to bring one participant on the day of exam, on whom the test will be conducted. Once you finish conducting the practical, write the findings in the answer sheet. This will be followed by viva-voce. The participants may leave after the conduction of practical is over.

The practical answer sheets will be corrected by the external examiner and the viva-voce will also be conducted by the external examiner based on the conduction of the test and also the case you have written in the practical notebook.

Minimum passing marks in the Practical component is 35. There is no re-evaluation in TEE of Practical.

Date Range for Term End Examination of Practical in BPCC 114

TEE	Date Range for TEE
June TEE	1st July to 14th August
December TEE	1st January to 15th February

Note: The dates for TEE of Practical of BPCC 114 will not appear in the date sheet provided by SED, IGNOU. For this, please contact your respective study centres.

8.0 IMPORTANT POINTS FOR THE LEARNER

- There will be two practical Counselling sessions/classes for practical at the study centre.
- Full attendance in practical classes is mandatory.
- You need to follow the format as given in the Guidelines while writing the practical notebook.
- There is evaluation component for attendance in the evaluation scheme for practical.
- Your academic counselor who conducted the practical classes will check your practical notebook and provide the internal marks.
- You need to fill up the exam form and pay the exam fee for appearing in the term end exam for practical.
- You need to conduct a test in the term end exam (you will bring one participant for this) and appear for viva by the external examiner.
- Passing marks for Practical is 35. There is no re-evaluation in TEE of Practical.

TITLE PAGE FOR PRACTICAL NOTEBOOK

Programme Code: BA (Hons) Psychology

Course Code and Title: BPCC 114 (Counselling Psychology)

Name of the Learner:

Enrolment:

Address:

Phone No.:

Email:

Study Centre Name/Code/Address:

Regional Centre:



Date:

Signature of the Learner

CERTIFICATE

This is to certify that Ms/ Mr. _____ of BA (Hons) Psychology, Semester VI, has conducted and successfully completed the 2 credits of Practical in BPCC 114: Counselling Psychology.

Signature of the Learner

Signature of Academic Counsellor

Name:

Name:

Enrolment No.:

Designation:

Name of the Study Centre:

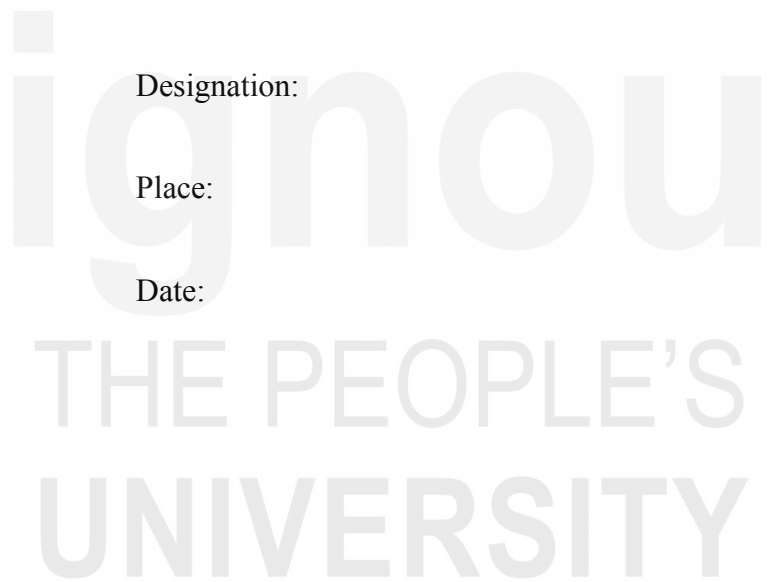
Place:

Regional Centre:

Date:

Place:

Date:



ACKNOWLEDGEMENT

This is to acknowledge that Ms./Mr. Enrollment No.
..... of BA (Hons) Psychology (Semester VI) has submitted the Practical Notebook
for BPCC 114: Counselling Psychology at the study centre, Regional
Centre

Date:

Signature (with stamp)

(Coordinator, Study Centre)