

MANUAL FOR SUPERVISED PRACTICUM

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Dear Learner,

Welcome to this course titled “Reflective Journal” which is entirely practical and applied in nature. This course MCFTL-008 is a compulsory component of M.Sc. (CFT)/PGDCFT and is worth 2 credits. As you are aware, having gone through the Programme Guide, one credit is of 30 hours involvement by the learner. Therefore, the time expected of you for the completion of this practicum is $30 \times 2 = 60$ hours. If you engage four hours a day for doing this practicum, you will require 15 days to complete the work on this practicum.

The above calculation and explanation is to convey to you the importance and the seriousness expected of a student of M.Sc. (CFT)/PGDCFT. It also conveys the predominant role expected from you in the successful completion of this very important practicum.

In the various preceding theory and practical courses of the programme of study, we have tried to provide you adequate knowledge and information about the *what*, *why* and *how* of counselling and family therapy and the numerous areas and issues associated with counselling and family therapy. Learning the theory alone does not qualify a student to be a ‘Master’ in counselling and family therapy discipline. It is essential that students pursuing study in counselling and family therapy are able to reflect upon their actions as well as thoughts. The IGNOU students of the M.Sc.(CFT)/PGDCFT are, therefore, encouraged through this Practicum course (MCFTL-008) to develop an indepth and deep understanding of reflections. In order to develop reflective thinking; an essential tool in counselling and family therapy in you, we have designed this course. It will orient you and assist you towards critical thinking in your daily therapeutic work.

With best wishes,

Programme Coordinators
IGNOU

INTRODUCTION

In this Course, we have provided comprehensive information and knowledge about reflections in counselling and family therapy. Therefore, it would be very useful for you to complete this Course MCFTL-008 for being a professional in this field.

In this Manual for Supervised Practicum, we have provided some guidelines which will enable you to do reflections and prepare the duly completed Reflective Journal/Practicum File. Your supervisor/counsellor will provide you further necessary guidance. There are three parts in this Manual for Supervised Practicum.

Part I deals with the concept of reflective thinking pertaining to M.Sc. (CFT)/PGDCFT. **Part II** is on guidelines for writing the reflective journal. **Part III** identifies various reflections to be focussed upon in your work for this Course. Here Reflection-1 has been explained in detail to ease your understanding. In other reflections the work to be done has been explained.

Role of the Counsellor in Supervised Practicum

- The Counsellor is a qualified professional in the field, allotted by the Programme Study Centre/Study Centre to which you are attached. The Counsellor will supervise and guide you for reflective thinking.
- You have to spend 1 hour of each of your 15 working sessions with the Supervisor/Counsellor, in which she or he will guide you on any issues or situations to be dealt with and help in your collection of references for a specific Reflective activity of the same. Besides this, you can seek the help of the Counsellor at any time during the sessions.
- The Counsellor may or may not be associated with the specific reflective situations asked but, she or he can help you in identifying the same.
- Here, at times you might not have to go to your Counsellor for a session but the Counsellor has to read your report in detail and may ask you some clarifications for what you have written. This course contains more of self practical work to be done under the supervision to the Counsellor.
- Apart from guiding and supervising, the Counsellor will also evaluate your work. Thus, the Counsellor will evaluate and mark each component. The evaluation sheet to be used is given at the end of this Manual.

Important Guidelines for Working with Individuals and Families

- Identify the family/individual in desired setting carefully, as per the reflective exercise.
- Inform the Counsellor about the selected individual/family, if any.
- Seek the consent from the family/participant beforehand. The consent form is enclosed at the end of this Manual.
- The time schedule for conducting the practicum activity should be planned according to the convenience of the family or the individual with whom you want your reference task to be carried out.
- Be punctual for your appointment; and if there is any change in time or day inform the concerned family or individual.

- Before starting asking questions, spend some time with the respondent(s) to establish rapport.
- Respect the views of the respondent(s) and do not interrupt or show your own attitude, opinion or prejudice regarding what they are saying or doing. The process should not be biased by your view points. Keep the information confidential, and do not discuss it with any other person including your friend, spouse, parents and other family members.

Supervised Practicum File/Reflective Journal

The Supervised Practicum File will need to be prepared by writing all the reflections. You have to submit the complete Practicum File, duly evaluated by your Practicum Supervisor, at your Programme Study Centre/Study Centre, before the mentioned due date. The File would contain sheets on which you have written the reflections, duly evaluated by the Academic Counsellor, and the filled-in evaluation sheet given at 'Annexure A' at the end of this Manual.

The Counsellor will record the marks that you have obtained for each component of the Practicum, that is for each reflection, in your Supervised Practicum File, and in Section 1 of the mark sheet provided at the end of this Manual at Annexure A. Sections 2 & 3 of Annexure A have to be left blank, as these are to be filled-in by the External Evaluator.

This Annexure A with duly filled in Section 1 and blank Sections 2 & 3 must be included in the Supervised Practicum File that you submit. You must also include in your File, the duly filled in Annexure B, which is the Certificate of Completion of this Supervised Practicum (MCFTL-008).

Evaluation of Supervised Practicum File

The evaluation of Supervised Practicum is done at two levels. These are:

- Evaluation Level 1 : Internal Evaluation
- Evaluation Level 2 : External Evaluation

Evaluation Level 1: At the Programme Study Centre / Study Centre by the Academic Counsellor/Supervisor

Every component or reflection will be evaluated by the Academic Counsellor/Supervisor with whom you have been attached by the Programme Study Centre/Study Centre for this Course. For the purpose of evaluation, for each component the Academic Counsellor will judge your performance during interactive sessions and evaluate the written records which have been submitted by you in the Supervised Practicum File. This is called *Internal Evaluation*.

The marking scheme is as follows:

Maximum marks (MM) for each component/reflection = 50

Break-up

MM for the interactive session(s) for the component = 10

MM for the written record of the component for the Practical File = 40

Hence, total MM for the internal evaluation of the Supervised Practicum (all 8 components) is 400.

Evaluation Level 2: External Evaluation (Evaluation of Practicum File at IGNOU Headquarters)

An expert from the panel, nominated by IGNOU, will evaluate the Supervised Practicum File. This is called *External Evaluation*. The External Evaluator will record the marks in Sections 2 and 3 of Annexure A of this Supervised Practicum Manual, that you would have enclosed in the File.

External evaluation will therefore be done on the basis of the Supervised Practicum File submitted by the learner.

The External Evaluator shall evaluate each component out of 50 marks. Thus, the total marks for the external evaluation component shall be 400.

Weightage of Two Levels of Evaluation

The two levels of evaluation carry equal weightage towards final marks:

- The marks given by the Supervisor at Level 1, known as '*Internal Assessment*' will be calculated as 50% weightage; and
- The marks given by the Expert at Level 2, known as '*External Assessment*', will also be calculated as 50% weightage.

You have to secure 40% as pass marks in both the assessments, internal as well as external. If you are not able to secure 40% marks in either assessment, you have to repeat the complete Supervised Practicum MCFTL-008. It means you have to re-do the Supervised Practicum (Reflective Journal), make a new Practicum File and submit it.

Note: *The panel of experts nominated by IGNOU, who are going to evaluate your Practicum File have the right to moderate the Internal Assessment marks awarded through the Programme Study Centre / Study Centre in any component of the Practicum.*

Submission of Supervised Practicum File

The complete Practicum File may be sent to the following address:

Student Evaluation Division

Indira Gandhi National Open University

Maidan Garhi, New Delhi – 110068

Note: *Before submitting the Practicum File, you must keep a photocopy of the File with yourself, so that in case of loss in transit or misplacement, you would be able to submit the copy of that file.*

Maximum Duration of the Practicum

As discussed earlier, for 2 credit Supervised Practicum in this Course, you have to spent 15 sessions of which one hour is with your Counsellor or Supervisor and 3 hours are to be devoted to the reflective exercise. The maximum time you can take to complete the practicum is four months from the date of commencement of the Supervised Practicum for this Course.

Date for submission of the Supervised Practicum File

- If you wish the marks of the Supervised Practicum to be included in the June Term-end Examination marksheet, then your Supervised Practicum File must reach SED, IGNOU, Maidan Garhi, New Delhi latest by 30th April. The File should be duly verified and evaluated by your Supervisor before submission for external evaluation.

In case the File is submitted after 30th April, and before 31st October, marks would be included in December term-end examination marksheet.

Thus, if your Supervised Practicum File reaches IGNOU between 1st November and 30th April it will be accounted for in the marksheet for the June examination, and if the Supervised Practicum File reaches IGNOU between 1st May and 31st October it will be accounted for in the marksheet for the December examination.

- In the first year of your registration, the first time you can take the examination is in the June term-end examination only. Subsequently you can appear for both June & December term-end examination.
- The file submitted will not be returned to you.
- Do remember to keep a photocopy of the File.

Checklist of Enclosures:

When submitting your Supervised Practicum File, please ensure that you have included the following:

- 1) The cover page should clearly state the title “Supervised Practicum File for the Course MCFTL-008”. Your name and enrolment number must also be mentioned on the cover page.
- 2) The first page or the face sheet must also have your name, enrolment number, and full address; the name, designation and address of your Supervisor; as well as the name and address of your PSC/SC. The format for the face sheet of the Practicum File is given on the next page.
- 3) You may also enclose the audio tape/CD if used or if you wish to explain any concept of reflective situation.
- 4) Annexure A (Sections 1, 2 & 3) and Annexure B.

SUPERVISED PRACTICUM FILE
M.Sc. (CFT) — First Year
&
PGDCFT

MCFTL-008

Name of the Student :

Enrolment No. :

Address :

Phone No. :

Study Centre/Programme Study Centre :

Regional Centre :

Name & Address of
Supervised Practicum Supervisor :

Phone No./Mobile No./
e-mail address of Supervisor :

Signature of the Student

Date :



PART 1
NEED FOR REFLECTIVE THINKING



PART I

NEED FOR REFLECTIVE THINKING AND REFLECTIVE JOURNAL

The course on Reflective Journal has been designed to enhance your thinking abilities, metacognition, analysing skills, defining and understanding a problem. Reflection, as you would know, means to reflect upon or think deeply and write down your thoughts. Writings in reflective journal would help you to understand a client's problem deeply. It would lead you to understand beyond surface learning. This course would help you both at personal level and professional level. A meaningful change would take place in you.

Various activities in reflective journal course have been formulated such that you move away from past knowledge, pre-conceived notions and perceptions to develop a culture fair approach to life and others in general and to your clients in particular. As you would reflect, you would realise that thoughts are in a state of flux and always remember that reflection should be ingrained in you such that you are able to use this throughout your life. At times one tries not to introspect our thoughts, needs and motives, but as an efficient family therapist and counsellor, we want you to keep introspecting and reflecting upon your actions. Reflection has the potential of leading to self-actualization, there by leading to eternal happiness and bliss.

For reflection on any situation, you explore the possibilities and decide thereafter. Your main focus should be on the importance of healing your client without any accusation based on your pre-conceived biases towards the client. Since your client could be a single family member or whole family or some members of the family, therefore, you are dealing with multiple clients mostly present physically with you in a given session and at times in images of the individual client. So you should explore different possibilities to generate answers, analyse and decide the future course of therapy.

Remember, reflection is based on thinking about your own thinking, thoughts, actions, statements, motives, needs, etc. Reflection generates self knowledge and understanding different perspectives from others' viewpoints. This Journal is an important and effective tool for your learning efficiency in counselling and family therapy. In this Journal you have the freedom to express yourself through drawing figures, talking to yourself reflectively, daily diary writing, essay writing, peer discussion, discussion with academic counsellor/supervisor, gaining information related to others through research using different people, data base, internet, etc.

The various practical activities designed in this Journal would help to establish a link between reflection and deeper learning. Reflection would help you to understand yourself, your strengths and weaknesses, your values and belief systems; correct yourself by acknowledging your ideas, feelings, actions, fears, biases; and lead to your deeper understanding and improvement of self. In the given practical assignments you should concentrate on the following in formulating your answers: (a) what happened; b) what can be learned from it; c) how were your perception different before and after reflections; d) what should be done next time; and e) how did the reflective exercise help you to develop deeper understanding of the situation with a culturally fair, value orientation which is necessary to become an effective therapist. You have to experience a situation, reflect, research and make sense and plan for a future action. We hope that after going through this Course, you will be able to reflect even during the therapy session and take appropriate action at the same time.

Reflective thought was initiated by John Dewey's work. Reflective thought training requires courage and encouragement. According to Dewey, J. (1910) [How we think. Lemington: D.C. Health]. any idea to be accepted or rejected needs experience and evidence. Reflective thinking is critical thinking and it is important in the healing profession. For becoming an efficient therapist, an effective counsellor and an evolved person, you should ingrain reflections as an inherent part of your life.

Reflection is self observation and involves deeper thinking than introspection. In the Reflective Journal, you note down your mental operations/thoughts that take place in you mind so that you may later straighten your thoughts and improve upon self in case of bias, irregularity or ill thoughts. Reflection has to become a part of your thinking process. Thinking takes place very fast and action in form of verbal or non-verbal action, thought, behaviour, decision is formulated, which as a family therapist should be in the welfare of the whole family rather than an individual by itself. Since India has a collectivistic culture, growth of an individual is related to well being of his/her family members. As therapist your role has to be helping in nature and not corrective in nature. Helping has to be grounded in values oriented to a specific society. For example, the Western societies promote individualistic orientation of a person while the Eastern societies promote individual growth based on the familistic orientation. So, based on the cultural ethos and ethics, your interpretation to deal with a specific situation or client should be the basic criteria. The exercises in this Reflective Journal are deemed to promote reflection in action in your work, dealing with crisis situations, critical revelations by the clients, rapidly changing circumstances and ability to think.

Remember to contact your Study Centre Coordinator/Programme Coordinator for assigning you a counsellor/supervisor for this supervised practicum. Usually, one of the Academic Counsellors of M.Sc. (CFT)/ PGDCFT will guide you as supervisor for this practicum.

Consultation with Your Counsellor

You should discuss reflections with your Counsellor. The Counsellor may further help you in understanding the positive and negative aspects pertaining to your reflective situation or topic. Perhaps she or he may ask you to broaden understanding through different research work on the given situation. The discussion with your Counsellor will also enable you to identify problems and finalise your report for inclusion in the Practical File with regard to the particular reflective exercise. The Counsellor will help you in clarifying all your doubts. She or he will also guide you in your reflections. Keeping good academic rapport with the Counsellor will facilitate your reflective endeavours.

PART II
GUIDELINES FOR PREPARING
REFLECTIVE JOURNAL

THE PEOPLE'S
UNIVERSITY

PART II

GUIDELINES FOR PREPARING REFLECTIVE JOURNAL

Part II contains guidelines for preparing the Reflective Journal/Supervised Practicum File. The following guidelines should be taken into consideration while working on the Journal, that is for recording the reflections:

There is no specific format to be followed while writing your reflections in the Reflective Journal/Supervised Practicum File.

In a reflection, you have to write your thoughts as they flow in your mind with respect to that reflective exercise.

As already explained, there is no 'Right' or 'Wrong' answer in this Journal. But your honesty in reflecting your inner self and thoughts would get you higher marks.

Take guidance of your Counsellor where ever required.

To express yourself you may draw, use audio tape (then transcribe the same), talk to yourself, do daily diary writing, essay writing, etc.

Engage in peer discussion on a given reflective situation.

Discuss with your Academic Counsellor.

Engage in self-observation and deeper introspection.

It would be wise to begin doing all this at least a few days before you actually start with the specified exercises.

These exercises would require you to be in a thinking mode always. The exercise has more to do with your interpretations and understanding of concepts rather than mere data collection through observation; interview etc.

You need to answer questions like a) what lead to the situation; b) what happened; c) what can be learned from it; d) how was I different in perception before and after reflections; e) what should be done next time; f) what research can be done to bring about change in perceived notions; g) how has the reflective exercise helped me in developing a deeper understanding of the situation and in imbibing a culturally fair perspective and value orientation; that is necessary for being an effective counsellor and family therapist.



PART III
REFLECTIONS TO BE DONE



REFLECTION 1 SELF IN THE FAMILY: ANALYSIS OF ROLES AND CONFLICTS

Introduction

Having studied the earlier Courses, especially Course I, you have basic information about how human beings develop and the factors that influence their development. You are also aware of the family structures (traditional and alternative), functions, and basic processes that determine dynamics among family members and society at large. With the help of this information you are now able to identify the challenges they face and their psycho-social needs.

Some practical experiences have been planned as part of this course in order to give you 'hands on' experience of understanding how some theoretical concepts operate in real life (or your own life). This particular practical experience has been designed such that you can relate the concepts of family functions, roles, responsibilities and cohesiveness to your own family life.

To become an effective family therapist, you must develop skills of communication, analysis and sensitivity to clients from different backgrounds. It is also important for you to develop the ability of objectively reflecting on life events and episodes that influence individuals and families. In order to get an in depth understanding of these processes, it is of value that you begin with yourself! This strategy serves many purposes.

One, you have easy access to information about yourself and your family.

Two, you would be most aware of the roles played by you and all the members in your family and pitfalls within the same.

Three, you will be able to determine how some factors influence various family members differently depending on their roles, positions and responsibilities.

Four, you will also have access to the conflicts or other challenges faced by your family. By reflecting on this information you will be able to study the individuals, their relationships and family dynamics in an indepth manner. At the same time, you will become aware of your roles and responsibilities in the family and have a better understanding of the same for others. You have to move from the vantage point of an 'insider' to that of a professional 'outsider' studying the family you live in.

The aim of this exercise is to build your competencies such that you understand the family as a functioning unit and take perspectives of the subject (you, in this case) as well as other members involved. You are required to draw from the theoretical concepts discussed in the earlier courses and understand the family situations as a professional family therapist. This means you must be able to develop a bias-free and informed opinion of individual members and the functioning family. Understanding the family situation professionally entails that you take a "third person perspective" or an outsider's view of the individuals and their familial relationships. This will help you in building sensitivity to diverse conditions that affect family members and family development. By developing a keen sense of understanding individual characteristics in a web of relationships, you will become better equipped to plan interventions and use effective strategies of communication with your clients in future.

You may need to refer to the course materials intermittently while writing up this exercise. With a requirement to think about your role and position in your family, this practical experience has the following objectives.

Objectives:

- To identify strengths and weaknesses in oneself and other family members in a family context.
- To describe one's role in the family with respect to relationships, work allocation and resource sharing.
- To understand the web of relationships in the family from one's own perspective with respect to cohesiveness in particular relationships and identify reasons for the same.
- To analyze two situations – one about cohesion and one about conflict – in the family from one's own perspective as well that of (any one) other family member.
- To understand family situations and identify the reasons for and barriers to cohesion within the family from multiple perspectives.

Planning

Because this exercise is about you and your family, you have the advantage of setting the pace for your own self. Do not begin doing the practical exercise before you have finished at least Course (MCFT-001) of this programme of study. Remember, this exercise has to do with yourself, your ability to pursue self-reflection, introspection and analysis of the family processes. So, the more you think about it consciously and objectively (without any preconceived notions or beliefs), the better will the product be!

Pre-preparation

The exercise is divided into three phases with some tasks in each phase. Each phase moves from simple to complex tasks. As this exercise is interpretive in nature (involving more thinking and organization of thoughts and ideas), you should begin thinking of all the tasks in advance — at least a week or two before actually executing the tasks.

Remember, the exercise has more to do with your interpretations and understanding of concepts than about gathering information on your family. It thus requires you to be in a 'thinking mode'!

At the end of each phase, keep in mind that you must have a written record of the whole experience and your thoughts about it. You may jot these down in bullet points also. You may wish to refer to the following questions from time to time in order to do this:

- What did you expect from this task?
- Were you able to finish the task without difficulty? If yes, why? If no, why?
- Did you learn anything new about yourself and your family while doing this exercise?
- Were you able to relate it with what you had learnt in the earlier courses?

Now, we move to how you and your family should be involved in the tasks.

Your Involvement and Standpoint

Start thinking about your family in terms of the relationships shared, its overall composition, unique aspects and lacunae. You will also need to think about your role and position in the family very consciously. Begin evaluating your role in the family, start making notes for yourself from time to time. These will help you write the final report. You may also wish to write down some events

and episodes from everyday life that made you think of related theoretical concepts in the course material. Try to match your thoughts or interpretations of events and relationships with the content in the units; particularly the four theory blocks comprising the first course. You will be surprised to know how interesting the whole process becomes! Make notes of the similarities of your family life experiences with the course content. There may also be differences and you must highlight them in the report. Be sure to refer to theoretical concepts of the course in the interpretation/analysis parts of your report.

Writing a journal or daily diary about your family is a good idea! It would be wise to begin doing all this at least a fortnight before you actually start with the specified tasks.

Involvement of Other Family Members

You will require co-operation from some of your family members in this exercise. Plan these well in advance. Be sure to inform them about the purpose of this exercise and what they are expected to do. In case you don't stay with them at present, you must inform them in advance to save time. Provide time to your family members so that they can think about exercises/questions requiring their involvement. This will not only facilitate their participation but also help you in getting answers that are well thought out. You may wish to inform them that this exercise is part of your course and will be evaluated. Please bear in mind that frank and honest answers will help you understand the concepts more realistically, rather than socially desirable ones!

Overview of the Exercise

There are a number of tasks that you must do to fulfill the objectives. The tasks are divided into three phases; each phase has at least one task in it. The tasks move from simple to complex to enable you to understand each topic properly. They are listed below along with the format in which you are required to submit them.

Sr. No. Tasks/Exercises	Format (If there are options, choose <u>ONLY ONE</u>)
<p>PHASE I</p> <p>1. <u>Meet My Family</u></p> <ul style="list-style-type: none"> Describe yourself in the family. Mention the roles you play and the contributions (material and emotional) you make in the family. Introduce other family members and describe some of their characteristics. Mention at least two strengths and weaknesses that each member (including you) possesses. 	<ul style="list-style-type: none"> Family Picture book with photographs and written descriptions. Drama Script (written) with introduction and traits of actors (as in family members) and other written descriptions. You can play the part of “<i>sutradhaar</i>” or narrator. Talk Show Introduction In the form of a CD (Audio or Video Tape) – You introduce yourself and others in the family like a talk show host.
<p><u>End of Task/Phase Reflections</u></p>	<p>Written descriptions in bullet points</p>
<p><u>Phase II</u></p> <p>2. <u>Venn Diagram</u></p> <ul style="list-style-type: none"> Based on the closeness you experience in each relationship, draw a diagram with you in the center and other members around you. Identify and explain the strengths and weaknesses of each relationship you share. 	<ul style="list-style-type: none"> Diagram or Organizational Chart, supported with written descriptions for each relationship. <p>(You may use the computer for this task).</p>
<p><u>End of Task/Phase Reflections</u></p>	<p>Written descriptions in bullet points</p>
<p><u>Phase III</u></p> <p>3. <u>Family Experiences I</u></p> <ul style="list-style-type: none"> Describe one event or episode in the family where you experienced closeness and unity in the family. Mention the members involved and the roles they played that led to the feeling of unity. Write from your perspective why you experienced a good feeling of family unity. 	<ul style="list-style-type: none"> Interviews and written report. You and the other family members could discuss the issue together and you could audio tape the conversation. Support it with a written report.

<ul style="list-style-type: none"> • Ask one other involved member for his/her opinion on the same event. • Discuss (and explain why there are) similarities and/or differences between your views and that of the family member . 	
<p>4. <u>Family Experiences II</u></p> <ul style="list-style-type: none"> • Describe one event or episode in the family where you experienced a conflict or hostility in the family. • Mention the members involved and the roles they played. • Write from your perspective the reasons that led to the conflict and how it was resolved. • Ask one other involved member for his/her opinion about the same. • Discuss (and explain why there are) similarities and/or differences between your views and that of the family member. <p>You need to take stock of the family situation at this point and refer to conditions of cohesiveness and conflict in the family based on the two reported episodes or incidents. Then write about the strengths/weaknesses of your family and suggest effective ways to deal with conflicts and promote cohesiveness.</p>	<ul style="list-style-type: none"> • Interviews and written report. • You and the other family members could discuss the issue together and you could audio tape the conversation. Support it with a written report.
<p><u>End of Task/Phase</u> <u>Reflections</u></p>	<p>Written descriptions in bullet points</p>

EXAMPLES:

The examples given here are broad guidelines to support you in this reflective exercise. Do not copy from the examples given here or your Reflective Journal/File may get disqualified and rejected. Please bear in mind that only some aspects of each task are given here as examples. You are required to finish all the other aspects of the task and submit in the file.

Task 1: Meet My Family

Describing yourself (You may wish to describe yourself physically: as tall or beautiful or strong; socially as: supportive, understanding, helpful; personally as: sensitive, calm, short tempered etc.). You can put photographs as well.

Name: XYZ

Age: 35 years

Sex: F

Roles played and Relationships shared in the family: Elder sister, sister-in-law, mother, daughter-in-law

Contributions to family: Emotional support (give examples wherever necessary); financial support; executing responsibilities of child care, kitchen chores, managing finances etc.

Strengths and Weaknesses:

Strengths: Ability to motivate and care for others; managing finances and family income, emphasize discipline with children.

Weaknesses: Can get upset easily over petty matters, short tempered, often cannot communicate worries frankly.

(Describe yourself and other family members in an interesting manner)

Task 2: Venn Diagram

Interpretation of the Venn Diagram:

For ease in interpretation you may number the family members, 1 denoting the closest relationship and moving on to the farthest. The distance is indicated from the length of the arrows.

Example of Interpretation

The Venn diagram shows that I am emotionally closest to my mother. This is followed by a cousin sister on my mother's side (*Maasi's* daughter) who stays near my home. I don't experience too much emotional closeness to my father, though I love him very much. My aunt (*chachi*) is the most distant as I don't get along with her very much.

(You have learnt about Venn diagram in Course 1)

Reasons for Closeness or Distance:

Mother: My mother knows me very well as a person. She understands me perfectly like no one else can. She comes to know of my needs even before I tell her. There is a strong bond between us. She is extremely caring and protective. She negotiates between me and my father very effectively.

Cousin Sister: We are of the same age and go to college together. We are almost like friends. I share everything about me with her. She understands me very well and is extremely helpful during any crisis situation.

Father: My father is very strict. He is often traveling and absent from the home so does not know what is going on in our life. He loves me but does not express it often. At times I cannot judge what his reactions would be to my behaviours. I respect him a lot and that probably also accounts for deference and distance in our relationship.

Aunt: My aunt and I don't get along too well. We are pleasant to each other but she does not approve of many things I do. On occasion, she complains about me to my mother and compares me with her children.

You can add concentric circles to the family relationships also. The first circle in the middle indicates the closest relationships (or the ones with whom you reside) followed by other, wider circles encompassing the one in the center.

Task 3: Family Experience I

Description of the event promoting family cohesion:

We live in Delhi. This incident happened when my elder sister was getting married. The marriage was a day away and the preparations were going on full swing. We had planned and arranged everything meticulously. But after all it was a wedding and there would be some last moment hiccups. Two of my uncles (*chacha* and *mama*) and their wives helped us a lot by taking care of all the minute details. They even gave us some financial support without expecting us to return the money in a hurry. My grandparents also traveled all the way from Haridwar to bless the couple. After the wedding was over, we were all really tired. My sister and brother-in-law left for Mumbai after the wedding. So the groom's family offered to take us all on a two day visit to a near by resort so all of us could relax. I thought the whole family came together on this occasion and we really enjoyed ourselves. This made the bonds between us stronger.

Interpretations:

My Perspective: I felt pressurized as a sister to help with the wedding preparations and was very busy running errands all day. If we had not received help from our relatives I cannot imagine the amount of work I would have had to do. At the same time, there was scope of mismanagement. I appreciate my uncles' help when we really needed it. The best part of it was that we did not have to tell them to help us; they were sensitive to our situation and took many decisions in our interest. Everyone pitched in according to their capacity with a sense of responsibility. Even the groom's family went out of the way (quite unlike the stereotype) and ensured that we had a relaxing time. I am glad we accepted their offer!

Uncle's Perspective: I think the whole wedding time was something we were looking forward to. Your father (bride's father) has been a very good elder brother/brother-in-law to us, caring for us in many ways. So, for me it was pay back time. If we don't come together in times of need, what worth is it to have relatives? We forgot all the other stuff, the disagreements we've had and responded with love and affection....as if it was an occasion in "our" homes! But I still feel we should not have agreed for the trip to the resort with the groom's family. After all, it is an obligation....we could have avoided that easily. All of you agreed in an instant...I feel we should have been thankful to them and hesitated or not gone at all....out of social courtesy.

Analysis:

There are more similarities for this situation in understanding each other's roles and responsibilities. There is also a deep sense of gratitude and oneness that all involved members felt and expressed. However, the uncle's position does not allow him to accept the non-stereotypical gesture of the groom's family offering to go for a trip together. He still views it as an "obligation that could be avoided". This may be understood as views of two different generations, one which wants to maintain social hierarchy in relationships of marriage and the other which is much more open to change.

You can use a similar format for the next task on conflicts. You must write down all the nuances of the situation and understand different perspectives on the same event. Look for as many explanations as possible.

End of Task/Phase Reflections:

Task 4, Phase III (Conflict Situations)

Expectations from the Task: I entered the task with an expectation of resolving some oft-occurring conflicts between me and my mother (about the way I spend money and my involvement in the family business). Conflicts are something that involves people emotionally and one can get angry or sad also. Although she could not control her anger for a few minutes during the task, she regained her composure soon. I am glad we could talk about these issues openly. However, I could not fulfill my expectations of resolving the conflict completely. She is still very rigid about how money should be spent and I am also clear about why I should spend money on some things when I am younger!

Level of Difficulty: I had expected this task to be very challenging as it involved discussing conflicts. I was not sure if I would be able to hide my dissatisfaction with the family's expectations from me. Very challenging to dialogue and discuss across the table.

Learning: I had informed my mother about the incident and she had prepared herself well. I think the preparation before hand helped me as well as my mother. As the discussion progressed we reached a point where we became aware that we were just discussing and not trying to prove who was 'right' or 'wrong'. This is important to have a calm and fruitful conversation. Better communication which is open and non-threatening also helped me to put my points across. There was a sense of freedom as I was interviewing her almost as a third person and not as her daughter. I could understand her worries from her perspective and I think she also could see from my point of view.

Relating with Theoretical Concepts: This was an intermittent, chronic sort of a conflict that occurred again and again. After this conversation, I think we both will rethink strategies and come to an amicable solution so that it does not affect the quality of our relationship. Although I am not sure if we will completely remove the problem.

From the above examples, you would have got some idea about what the expectations from the exercise are. Please read on for instructions about the submission of the reflection and the evaluation criteria.

Submission of the Reflection:

The content of your reflection that comprises this practical exercise should be in the following manner.

Phase I

- Picture Book / Drama Script / Talk Show (CD/VCD/DVD)
- Written Report
- End of task/phase reflections

Phase II

- Venn Diagram and Written Report
- End of task / phase reflections

Phase III

- Family Experiences I
Written report / analysis (To include transcripts of the interviews conducted)
Audio tapes (if any)
- Family Experiences II
Written report / analysis (To include transcripts of the interviews conducted)
Audio tapes (if any)
- Written report of overall interpretations of Family Experiences I & II
End of task / phase reflections

Norms for Evaluation

Content:

Unlike many other exercises, this one involves information about you and your family. As you would realize, others (especially your evaluators!) would not have access to this information. So be consistent with all the information you provide. At the same time, be true to yourself as you are learning important concepts from your own life! Don't worry if everything in you or your family doesn't fit a given, stereotypical norm of a family or a relationship. The idea here is to move away from being judgmental and learn to create a view that is unbiased, encompassing and sensitive to plurality. Your evaluations are going to be based on whether the situations seem "real" and likely to happen and your treatment of the same in analysis/interpretations. Please use the concepts you have learnt in the Courses in order to meet this end. The decision to hold back any information that you may feel is confidential is entirely yours. Do not hesitate to state that. You may use terms like "for some personal reasons" or "due to unavoidable factors" for this purpose.

The content of your file will also be evaluated on how objectively (in an unbiased manner) you have dealt with the issues at hand. Your personal beliefs and preconceived notions should not hinder the understanding of the content. For example, one may believe in the sanctity of the 'ideal' Indian joint family but in your writing do not undermine other forms of family. Rather focus on how these families achieve some goals, write about their needs and document the positive forces in relationships.

Presentation:

Be creative. Try to make the reflection interesting by using different strategies. In tasks that have scope, use innovative methods to highlight some aspects or draw attention to some salient features of the family. But, a word of caution – do not beautify the files for no reason. Use your energies

to refine and make the content meaningful. Be organized and help the evaluator know that you have understood the concepts. The decision to use pseudonym/fake names (for other members) is entirely yours.

Length:

Give all relevant details. Be careful not to beat about the bush! The richness of content and organization of your record carry more weight than how many pages long it is! Be organized and use keys, pictures, symbols or diagrams wherever necessary. For more clarity, summarize each task in terms of activity conducted and outcomes. Explain the tasks well so that your evaluator understands the content easily.

Wish you all the best?



REFLECTION 2 UNDERSTANDING WHAT IS HELP

For this reflection, you have to recall two incidents. First incident has to be one in which you helped someone known to you and in the second incident you need to recall when you had received help from someone known to you.

Now, try to reflect upon the following:

- Why did you receive/give help?
- Was helping fruitful?
- Was there any perceived change in the behaviour of the person who had received help?
- Was there any change in the behaviour of the person who had helped?
- Memorable characteristic(s) of the situation and persons involved.
- What is the difference/similarity between the two situations from counselling perspective (if applicable).
- Reflect upon what counselling skills were used in the two helping situations (if applicable).
- Reflect upon the qualities of the persons involved in relation to therapist-client relationship.

REFLECTION 3 MISTAKES COUNSELLORS/ THERAPISTS OFTEN MAKE

For this reflection, you have to observe a counsellor or a therapist in action — could be through television, in person, in a book etc. You would find it particularly useful if you could observe a counsellor at a child guidance centre, family care centre, remand home for delinquents, old age home, women cell, men cell etc.

Now, try to reflect upon the following:

- Appropriateness of the technique/therapy used to deal with situation/problem.
- How did she or he deal with the client — individual and/or family.
- What were the positives observed by you?
- What were the negatives observed by you?

(If you observed a counsellor in person)

- Did you discuss these with the Counsellor?
- What was her/his reaction on this?
- Were you convinced by the Counsellor's argument?
- What mistakes would you take care of when you would be in such a helping position yourself?

REFLECTION 4 CULTURAL AWARENESS

For this reflection, you have to choose someone from a different cultural background. This person could be your spouse (in inter-region or inter-religion marriage); your neighbour; your colleague at work place; your friend etc.

Now, try to reflect upon the following:

- Your own culture.
- The perceived strengths and weaknesses of your own culture.
- Culture of the other person.
- The perceived strengths and weaknesses of the other person's culture.
- Comparison of both similarities and differences between the two cultures.
- Cultural identities known to you of different Indian and Western cultures.
- Different cultural groups or ethnic groups, whose members you meet regularly. Reasons for meeting them.
- Your understanding of culture.

REFLECTION 5 NATURE OF PEOPLE

For this reflection, you have to observe people from different age groups (minimum three different life cycle stages) in general.

Now, try to reflect upon the following:

- Individual characteristics you came across.
- Individual differences you came across.
- Personality differences among them.
- Needs and motivation differences among them.
- Which counselling/family therapy technique/theory is more suitable for what problem and which age group (with respect to the individuals you observed).
- How would family therapy be effective in the different age groups selected.



REFLECTION 6 INCORPORATING THERAPEUTIC SKILLS IN DAILY LIFE

For this reflection task, you have to reflect upon yourself.

Now, try to reflect with respect to the following:

How was I before I joined this programme of study?

What have I learnt in the various courses of this programme of study which have helped me to improve myself?

Have I really become better in dealing with effective counselling and family therapy questions?

What are the different areas in my life in which I need to improve?

What is the most difficult thing in my life to change but it should be changed?

Why is it difficult?

What stops me from the desired change?

Is change easy?

Is change easy for clients?

Should I expect a fast change in my clients during therapy?

REFLECTION 7 LEARNING, REFLECTION AND ME

You may wonder what kind of a topic is this! When carrying out this exercise, however, you would enjoy it. Here again you have to reflect upon yourself.

Now, try to reflect upon the following:

Is reflection necessary?

Why reflect?

Why did I choose this particular programme of study?

Does becoming a counsellor/family therapist really change a person?

Am I changed?

Is reflection used only with clients?

Is reflection to be done only when I am alone?

Is reflection of family dynamics, family members appropriate?

Why do people known to you confide in you and tell you about their problems?

Why do strangers also confide in you?

Why are you attracted to some and have dislike towards some?

Is there any notion as good or bad?

Is anything always right or wrong?

Are you becoming more philosophical?

Are you moralistic in nature?

What are morals?

Are reflections making you gender biased, culture biased?

'There is a need to master it all in counselling and family therapy but the truth is you can't master it all'. How do you perceive this statement?

REFLECTION 8 HUMAN SEXUALITY

Here, you have the whole universe on your thoughts. The people as they existed from ancient times till present date.

Now, try to reflect upon the following:

Gender and sex: meaning and difference.

Gender roles as they existed in ancient times, and as they have evolved through the times till the present.

Meaning of sexuality and sexual orientation, its significance in man-woman relationships (heterosexuality); your beliefs, knowledge and understanding of homosexuality (gay, lesbian); transgenderism; bisexuality.

Have you ever met any one from these different sexual orientations? What was your instant reaction towards them? How do you feel about them now?

Were you ever involved in a pre-marital sexual relationship or extra-marital sexual relationship? Discuss a little about your relationship. How did you feel when you were involved in the relationship? How did you feel when you were out of that relationship? Who influenced your decision this regard? Are you really out of the relationship?

Do you know of someone who had a pre-marital or extra-marital relationship? Comment on the above aspects with regard to this relationship.

Changing society of today.

EVALUATION SHEET

Remember to enclose this Annexure A (Completed Section 1, and Blank Sections 2 & 3) in the Supervised Practicum File when you submit it for external evaluation at IGNOU. Keep a copy with yourself.

SECTION 1: Internal Evaluation by the Academic Counsellor at the Programme Study Centre/Study Centre

The following is the format in which the Academic Counsellor/Supervisor is required to consolidate the marks for the 8 Reflections done by the student. These marks should also be stated on each written Reflections submission in the Supervised Practicum File.

Reflection No.	Title of the Reflection	Maximum Marks	Marks Obtained		
			Marks based on Interaction (out of 10)	Marks based on Report Written (out of 40)	Total Marks (out of 50)
1.	Self in the family	50			
2.	Understanding What is Help	50			
3.	Mistakes Counsellors/Therapists Often Make	50			
4.	Cultural Awareness	50			
5.	Nature of People	50			
6.	Incorporating Therapeutic Skills in Daily Life	50			
7.	Learning, Reflection and Me	50			
8.	Human Sexuality	50			
	Grand Total	400	Grand Total (x)		

Note : Total marks for Reflections 1 to 8 is 50, out of which 10 marks are for the assessment based on interaction with the Supervisor and 40 marks are for the assessment of the written report by the Supervisor/Counsellor.

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- **Weightage of marks for Internal Evaluation is 50%. To calculate this, use the formula given below:**

$$\frac{\text{Total marks obtained by learner (x)}}{400} \times 50 = \text{'N'}$$

Note : The pass percentage for Internal Evaluation is 40%. Therefore, if the learner gets **less than 20 marks** after calculating 50% weightage of total marks obtained, then the student has to **repeat the supervised practicum**. In other words, 'N' obtained should be at least 20 for the learner to pass.

The Counsellor is required to use the given formula to calculate the final marks out of 50, obtained by the learner in internal evaluation and to write this final score in figures and in words.

$$\frac{(x)}{400} \times 50 = \dots\dots\dots$$

(Marks obtained out of 50 in internal evaluation to be written in both figures and words)

.....

Academic Counsellor's/Supervisor's overall comments about the learner (use additional sheets, if needed).

.....

Date:

Place:

(Signature of the Academic Counsellor/Supervisor)

Name & Designation of Academic Counsellor/Supervisor :

Address of Academic Counsellor/Supervisor :

E-mail Address of Academic Counsellor/Supervisor :

Phone/Mobile No. of Academic Counsellor/Supervisor :

Date:

Place:

(Signature and Stamp of the Programme Incharge of PSC/Coordinator of SC)

Name of Programme Incharge of PSC/Coordinator of SC :

Address of Programme Incharge/Coordinator :

E-mail Address of Programme Incharge/Coordinator :

Phone/Mobile No. of Programme Incharge/Coordinator :

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SECTION 2 : To be Used for External Evaluation at IGNOU

The following sheet will be used by the Expert Examiner identified by IGNOU headquarters to evaluate the Supervised Practicum File submitted by the Learner.

Reflection No.	Name of the Reflection	Maximum Marks	Marks Obtained
1.	Self in the family	50	
2.	Understanding What is Help	50	
3.	Mistakes Counsellors/Therapists Often Make	50	
4.	Cultural Awareness	50	
5.	Nature of People	50	
6.	Incorporating Therapeutic Skills in Daily Life	50	
7.	Learning, Reflection and Me	50	
8.	Human Sexuality	50	
	Grand Total	400	Grand Total (y)

Note : Total marks for Reflections 1 to 8 is 50 for the assessment of the written report by the External Evaluator at IGNOU.

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- **Weightage of marks for external evaluation is 50%. To calculate this, use the formula given below:**

$$\frac{\text{Total marks obtained as above (y)}}{400} \times 50 = S$$

Note: The pass percentage for external evaluation is 40%. Therefore if the learner gets less than 20 marks after calculating 50% weightage, then the student has to repeat the Supervised Practicum. In other words, 'S' obtained by the student should be at least 20 to pass.

The external evaluator is required to use the above formula to calculate the final marks, out of 50, obtained by the learner in external evaluation and to write this score in figures and in words.

$$\frac{(y)}{400} \times 50 = \dots\dots\dots$$

(Marks obtained out of 50 in external evaluation to be written in both figures and words)

.....

Date:

(Signature of External Examiner of IGNOU Panel)

Place:

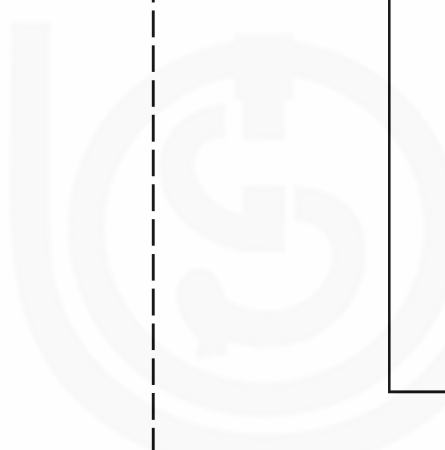


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**SECTION 3 : Grand Total of Marks for Inclusion in the
Learner's Final Marksheet**

Marks Obtained by the Learner in Sections 1 and 2 i.e. in both internal and external evaluation of Supervised Practicum are to be consolidated below by the External Expert (who did evaluation in Section 2).

Supervised Practicum (MCFTL-008)

<p>Internal Assessment</p> <p><i>(External Expert to write marks as stated by the Learner's Supervisor as 'N' at the end of Section 1 of Annexure A)</i></p> <p><i>(Marks out of 50)</i></p>	<p>External Assessment</p> <p><i>(External evaluator to write marks here given by her/him as 'S' at the end of Section 2 of Annexure A)</i></p> <p><i>(Marks out of 50)</i></p>	<p>Total marks obtained (T)</p> <p><i>(Expert to add marks 'N' and 'S' and write the total here)</i> <i>(N+S=T)</i></p> <p><i>(Marks out of 100)</i></p>
		

GRAND TOTAL OF MARKS OBTAINED BY THE LEARNER (T) :

(To be written in both figures and words)

.....

Date: (Signature of External Examiner of IGNOU Panel)

Place:

Name of External Examiner :

Address of External Examiner :

.....

E-mail Address of External Examiner :

Phone/Mobile No. of External Examiner :

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**Certificate of Completion of Supervised Practicum
MCFTL-008**

Remember to enclose this Annexure in your Practicum File. Keep a copy with yourself.

(To be certified by the Academic Counsellor/Supervisor and the Programme Incharge of the Programme Study Centre or Study Centre Coordinator)

We certify that the student Mr. / Ms. / Dr.with enrolment numberhas carried out the stipulated 8 practicals of the Supervised Practicum of the course 'Reflective Journal' under our guidance and supervision. The Supervised Practicum File submitted herewith is the result of bonafide work done by the student for the supervised practicum MCFTL-008 from (start date) to (end date).

Date:

Place: (Signature of the Academic Counsellor/Supervisor)

Name & Designation of Academic Counsellor/Supervisor :

Address of Academic Counsellor/Supervisor :

E-mail Address of Academic Counsellor/Supervisor :

Phone/Mobile No. of Academic Counsellor/Supervisor :

Date:

Place: (Signature and Stamp of the Programme Incharge of PSC/Coordinator of SC)

Name of Programme Incharge of PSC/Coordinator of SC :

Address of Programme Incharge/Coordinator :

E-mail Address of Programme Incharge/Coordinator :

Phone/Mobile No. of Programme Incharge/Coordinator :

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Dear Learner,

Photocopy this page, and place the duly filled-in copy at the end of each reflection in your Supervised Practicum File.

Reflection No. :

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

.....
.....
.....
.....
.....
.....
.....
.....

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD, record sheets used at the time of interviewing/observing etc. submitted by the learner).

Marks (out of 40) :

Total Marks (out of 50):

(The total marks are to be written in both figures and words)

.....

.....
(Counsellor's Signature and Date)

.....
(Counsellor's Name)

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Sample of Permission Letter

I, (name of the student)
am pursuing M.Sc. (CFT)/PGDCFT programme from IGNOU. I am attached to
..... Regional Centre at Study Centre /
Programme Study Centre.....

.....
(Name, Address and PSC/SC No.). I am doing Supervised Practicum of the
Course 'Reflective Journal' — MCFTL-008 under the guidance of my Academic
Counsellor/Supervisor (name of the Academic
Counsellor/Supervisor). For the completion of my course work, I need you to
grant me permission to interview/observe you for about 1½ -2 hours as per your
convenience. Please grant me permission and oblige.

(Student's Signature & Name)

(Academic Counsellor's Signature & Name)

(Name & Signature of the Person to be observed interviewed)

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