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Dear Learner,

This course 'Counselling and Family Therapy: Basic Concepts and Theoretical Perspectives – Supervised Practicum' is the practical counterpart of the theory course 'Counselling and Family Therapy: Basic Concepts and Theoretical Perspectives' (MCFT-003). This Supervised Practicum (MCFTL-003) helps you to understand better the theoretical concepts which you have studied.

These practicals emerge out of the theory syllabus. The practical activities will help you to get hands-on experience of working with individuals and families in different settings.

Here, we would like you to understand that in Supervised Practicum, you have to work under the overall guidance and supervision of the Academic Counsellor, generally called Counsellor in this Block. Further, before starting the practical activities, it is very important for you to read this Manual for Supervised Practicum carefully.

Go through the essential concepts, procedure, tools, and illustrations provided in this Manual in order to understand what has to be done.

Remember that you have to do all the eight practicals stated in this Manual. However, you need to submit, for internal and external evaluation, written reports of only THREE practicals in the File.

Of the three written reports that you are required to submit for evaluation:

- **Report one must be that of Practical 1 or Practical 2;**
- **Report two must be that of Practical 3 or Practical 4 or Practical 5 or Practical 6; and**
- **Report three must be that of Practical 7 or Practical 8.**

Note: YOU MUST ENCLOSE IN YOUR PRACTICAL FILE FOR EVALUATION, THE ROUGH DATA COLLECTION SHEETS/ CD/AUDIO RECORDING that had been used for discussion and interactions with your Academic Counsellor, WITH RESPECT TO ALL 8 PRACTICALS.

Thus, you need to submit only three practicals for evaluation. Doing the remaining five practicals would be for practice, that would enhance your understanding, sensitivity and skill set. Assessment of these would only be through the interactions, for discussing each practical, which you would have with your Academic Counsellor based on the audio recording/CD/rough data collection sheets used for recording or noting the participants' responses in the course of doing the practical activities in the field.

With best wishes,

**Programme Coordinators
IGNOU**

INTRODUCTION

The focus of this Supervised Practicum (MCFTL-003) is on understanding coping with stress and analyzing genograms. As a counsellor and family therapist, you would be trying to help individuals in different stages of the human life span — right from young children through old age. Understanding coping with stress and analyzing genogram of the person forms the very basis of the counselling and family therapy interventions. Thus in this Supervised Practicum, you are being provided with indepth exposure and opportunities with individuals (both males and females) at different stages in life, so that you develop the requisite skills in this critical aspect.

This Supervised Practicum, worth 2 credits, is divided into 8 practicals. These practicals have been designed to increase your understanding of issues common during counselling and family therapy. Before you carry out the practical exercises, however, you need to have clarity with regard to the basics pertaining to the same. To develop this clarity, you must go through Basic Unit 1, that deals with ‘Coping with Stress’ and Basic Unit 2, which is on ‘Assessment through Genogram’, given in this Manual, that would help you in undertaking the 8 practical exercises that comprise the Supervised Practicum prescribed for this Course. The 8 practicals listed in this Manual are intense in nature, providing you with the indepth experience of analyzing genogram and mechanisms of coping with stress with respect to individuals at different stages of the human life cycle. The practicals to be performed have been denoted in this Manual as Practical 1, Practical 2 and so on.

Suggested Schedule

It is advised that you should start the Supervised Practicum as soon as you go through the theory component of this course. Before starting the practical activities, therefore, it is important that you read and understand the related Units.

Participating in the academic counselling sessions for practicals is essential. You are required to carry out the Supervised Practicum activities under the guidance and supervision of the Academic Counsellor for the Supervised Practicum course at your Programme Study Centre (PSC)/ Study Centre (SC). The Academic Counsellor would guide, supervise, and evaluate your practical work. Please stay in touch with your PSC/SC to find out the schedule of academic counselling sessions for the Supervised Practicum course.

As you have to complete Eleven Courses (5 Theory Courses and 6 Supervised Practicum Courses) of the programme of study Master of Science in Counselling and Family Therapy (MSCCFT) in the first year, or the Post Graduate Diploma in Counselling and Family Therapy (PGDCFT), hence, it is advisable to complete the practical activities as per the scheduled time.

Please follow the sequence of the practical activities given in the Manual, as these are sequenced according to understanding and difficulty levels.

Duration of Supervised Practicum MCFTL-003

The Supervised Practicum comprises 8 practicals, the details of which are given in this Manual.

You should be able to complete these practicum in a total of 15 working days; working on the practicals for about 4 hours a day. This includes the time required for participating in interaction/discussion sessions with the Academic Counsellor; finalising the tools for the practical activities; conducting the activities; engaging in

post-practical activity analysis; and writing detailed report of three of the practicals. During interaction with the Counsellor, you should discuss the tool that you would use in the practical you are about to do, as well as gain tips for the field level activity (e.g., how to form a rapport with the respondent). You should also analytically discuss your previous practical activity (e.g., what went off well; what did not; what you should have done in that instance) and gain advice and useful insights from the Counsellor. You have to carry out field work pertaining to the 8 practicals, as well as write the report of 3 practicals, as prescribed in this Manual.

If the Supervised Practicum takes more time than this scheduled duration, then you can rearrange your work accordingly, but only after discussing it with the Supervisor/Academic Counsellor you are attached with at the Programme Study Centre/Study Centre.

You have to do all the 8 practicals, and write the report of 3 practicals for submitting the Practicum File. Please do not copy the illustrated examples as you will be asked to resubmit the Practicum File and this will lead to delay in award of the Degree/Diploma. Also, do not copy from your peers/friends/any other source, as you would be failed in that case.

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 for the Practicum Activities, during the academic year.
- Your Supervisor/Academic Counsellor will guide you on the method in which the Practicum Activity has to be performed, as well as the analysis 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 individuals or families you identify for the practicum activity, but she or he can help you in identifying the same.
- To conduct practicum activities, you have to discuss with the Counsellor first, the practical you are going to conduct as well as the tool (e.g., interview schedule) that you are going to use for the purpose, take her or his advice and then finalize your tool and carry out the activity with the identified respondent. A respondent is person who is to be interviewed by you. Here, in this programme of study, respondent is also called 'participant' and at times 'subject' or 'client'. It is advisable to report to your Academic Counsellor after you complete each practicum, and discuss what had transpired in the course of conducting the practical.
- **The academic counselling sessions, for the Supervised Practicum course, are the forum where you would interact with your Academic Counsellor and discuss the practicum activities. These may be scheduled face-to-face, or with use of some digital technology/online mode, for interaction. Keep in touch with your study centre to find out about the same.**
- You need to submit written reports of three practicals. You need to write each and every detail in your report. The guidelines and format regarding report writing are given in this Manual. The 'Illustration of Written Report', given as a sample in each practical, will also give you an idea about presenting

the report. If you have any problem or query regarding report writing, then contact your Counsellor for the same.

- Your discussions with your Counsellor regarding the practical activity, both before and after doing it, would help you to write an analytical report.
- Apart from guiding and supervising, the Academic Counsellor will also evaluate your work. This is 'internal evaluation', which carries 50% weightage in the final score. The evaluation mark sheet to be used is given at the end of this Manual.

This evaluation would consist of:

- i) Evaluation of written reports of 3 practicals submitted by you, and
- ii) Interaction-based assessment, based on your discussions with the Academic Counsellor with respect to all 8 practicals.

Both the above components are essentially based on audio recording/CD/sheets of paper on which notes were taken by you during data collection in each practical.

Important Guidelines for Working with Individuals and Families in Different Settings

- Identify the family/individual for each practical carefully, as per the instructions given for each practical.
- Inform the Counsellor about the selected individual/family.
- Seek the consent from the family/participant before conducting the practicum activity. For each practical, separate consent needs to be taken. 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 the practical activity is to be carried out. To carry out the practical activity, you may fix an appointment on telephone too. It need not be face-to-face.
- **You may conduct the activity with the selected individual or family through face-to-face interaction, or, given the changing times, do so through use of a digital technology/online mode or telephonic conversation. Likewise, if required, you may observe a child/family setting through use of technology.**
- Be punctual for your appointment; and if there is any change in time or day inform the concerned family or individual. For practicum activity, keep your appointment with your respondent even if the interview etc. is to take place through digital technology mode.
- Try to fix the time and day, when other significant members of the family are also present, so that you can get information from other members in addition to your respondent.
- Before conducting any practicum, you should have thorough knowledge of its theoretical component and complete understanding of the procedure of performing the practicum activity.
- Before starting any practical, spend some time with the respondent(s) to establish rapport and create an environment comfortable for conversation or activity; this is generally termed as rapport building.

- Respect the views of respondents 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.
- In case the family or the individual does not cooperate with you, or you feel that you are not getting the desired information, try to improve the rapport building and make your questions clearer. If it does not work, stop the activity politely and take their leave. And, report this in your file. Also, find another respondent to carry out your practical.

Important Points for Writing a Report

1. Basic Information

Please mention all relevant details of your student status (enrolment number, study centre etc.) clearly on each Practicum Report, as well as on the cover of the Supervised Practicum File. The File should be presentable and legibly written. Attach all other materials in the File (audio tapes, CDs, sheets of paper on which you had taken notes during the interview etc.) and list each one of them as ‘*enclosures*’ in the File along with the number of such items.

2. Content

In most of the practicals, one has to give information about the individual/family and its members. As you would realise, others (especially your evaluators!) would not have access to this information unless you provide the same in the report of the Practicum! So do remember to provide all relevant information. At the same time, be true to yourself as you are learning important concepts from the practicum activity. Do not falsify the report or modify the record of the practicum activity to make it look ‘good’. Don’t worry if everything in the family does not fit a given, stereotypical norm of a family or a relationship. The idea here is to move away from being judgemental and learn to create a view that is unbiased, encompassing and sensitive to plurality. Your evaluations are going to be based on an objective and unbiased treatment of the same in analysis. Please use the concepts you have learnt in the Course in order to meet this end. The content of your file will also be evaluated on how comprehensively and objectively you have dealt with the issues at hand. Your personal beliefs and preconceived notions should not hinder the understanding of the content.

3. Presentation

Your report for each practical should be comprehensive and analytical. Be organised and help the evaluator know that you have understood the concepts. Use pseudonyms rather than the actual names for the subjects and family members. But rest of the information should be truthful.

4. Length

Give all relevant details of a situation or a person. Be careful not to beat about the bush! The richness of content and organisation of your report carry more weight than how many pages it consists of or how long it is!

Supervised Practicum File

You have to prepare the Supervised Practicum File by compiling:

- written reports of **three** practicals;
- supplementary enclosures/records (audiotapes, sheets of paper on which notes were taken, CDs, etc.) **of all the 8 practicals**;
- duly filled-in, signed and stamped Annexures 'A' and 'B'.

Let's now talk about each of these components in greater detail.

You are required to submit three practicals for evaluation. Thus, you will prepare the Supervised Practicum File by compiling the written records of three practicals. And there are some stipulations in this regard. **The first written report has to be of one of the practicals out of Practical 1 and Practical 2. Thus, having done Practicals 1 and 2, you may write the report of whichever of the two practicals you did better and submit it to your Counsellor for internal evaluation. Likewise, the second report has to be of one of the practicals out of Practical 3, Practical 4, Practical 5, and Practical 6, and the third report has to be of one of the practicals out of Practicals 7 and 8.**

You must also include in the File enclosures (audio tape recording/CD/sheets of paper on which notes were taken during data collection of all the 8 practicals), that formed the basis of your interaction with your counsellor.

Marks will be given by the Academic Counsellor for the three practicals (written reports), as well as for the interaction-based assessment with respect to all 8 practicals, based on the audio recording/CD/rough data collection sheets used for recording or noting the participants' responses in the course of doing the practical activities in the field.

The Counsellor will record the marks that you have obtained for your Practicum Work in Section 1 of the Evaluation Sheet (given at Annexure 'A' at the end of this Manual). 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, signed and stamped Section 1 and blank Sections 2 & 3 must be included in the Supervised Practicum File that you submit.

In addition, the Counsellor will certify the Form given at Annexure B at the end of this Supervised Practicum Manual which declares that every practicum activity was conducted by you under her or his guidance and supervision. You must also include this duly filled-in, signed and stamped Annexure 'B' in the File that you submit.

Maximum Duration of the Practicum

For this 2 credit Supervised Practicum Course, you have to carry out 8 practicals at the field level, and write detailed reports of three practicals. 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.

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

Remember that:-

- 1) **Though it is mandatory to do all the eight practicals, written reports of only THREE practicals are required to be submitted for evaluation (and thus included in the practical file). Stipulation in this regard is as follows:**
 - **Written Report one must be that of Practical 1 or Practical 2;**
 - **Written Report two must be that of Practical 3 or Practical 4 or Practical 5 or Practical 6; and**
 - **Written Report three must be that of Practical 7 or Practical 8.**
- 2) **You must enclose in your practical file for evaluation, the rough data collection sheets/CD/audio recording used for discussion and interactions with your Academic Counsellor, with respect to all 8 practicals.**

Thus, you need to submit only three practicals for evaluation. Doing the remaining practicals would be for practice, that would enhance your understanding, sensitivity and skill set. Assessment of these would be in the course of your discussions of the practicals with the Academic Counsellor.

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

Every practical will be evaluated by the Academic Counsellor/ Supervisor with whom you have been attached by the Programme Study Centre/Study Centre for this Supervised Practicum Course. The Academic Counsellor will evaluate the three written reports (the three practicals) which have been submitted by you for evaluation. As stated earlier, of these three written reports, the first one has to be of one of the practicals out of Practicals 1 and 2; second has to be of one of the practicals out of Practicals 3-6, and third has to be of one of the practicals out of Practicals 7 and 8.

The Academic Counsellor will also assess your performance during interactive sessions for all the 8 practicals. These two components together comprise the 'Internal Evaluation'.

The marking scheme is as follows:

Maximum marks (MM) for each of the three written reports/practicals = 50

Maximum marks (MM) for interaction with the Academic Counsellor (with respect to all 8 practicals) = 50

Hence, total MM for the internal evaluation component of the Supervised Practicum is 200.

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

An expert from the panel, nominated by IGNOU HQs., 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, which 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 of the three written reports out of 50 marks. 50 marks would be based on review of the enclosures included in the File (audio tape recording/CD/sheets of paper on which notes were taken during data collection) with respect to all 8 practicals, that formed basis of your interaction with your Counsellor.

Thus, the total marks for the external evaluation component shall be 200.

Weightage of the 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-003. It means you have to re-do all the Practicum Activities, make a new Practicum File and submit it.

For practical (Supervised Practicum) courses, there is no term-end exam.

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

- Once the internal evaluation has been done, you must submit your duly complete practical file (including the duly filled, signed and stamped Annexures A & B) to SED, IGNOU, for external evaluation.

The duly complete Practicum File must be sent for external evaluation to the following address:

Registrar (SED)
Student Evaluation Division
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110068.

- Depending on when you submit your Supervised Practicum file to SED, your internal and external evaluation marks would be included in the June/December TEE grade card, as per University norms.
- The file submitted will not be returned to you.

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.*

Essential Checklist

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

- 1) Written record of 3 practicals as specified.
- 2) Enclosures (audiotape/CD in case of recording, or sheets of paper on which you noted the answers of the respondents/recorded the observations; etc.) with respect to all the 8 practicals;
- 3) Duly filled-in, signed and stamped Annexures 'A' and 'B'.

The cover page should clearly state the title "Supervised Practicum File for the Course MCFTL-003". Your name and enrolment number must also be mentioned on the cover page.

The first page or the face sheet must also have your name; enrolment number; full address; name, designation, and address of your Supervisor; as well as name and address of your PSC/SC. The format for the face sheet of the Practicum File is given below:

SUPERVISED PRACTICUM FILE

MSCCFT - First Year/

PGDCFT

MCFTL-003

Name of the Student :

Enrolment No. :

Address :

Phone No. :

Study Centre/Programme Study Centre :

Regional Centre :

Name & Address of Supervisor :

Phone No./Mobile No./

e-mail address of Supervisor :

Signature of the Student :

Date :



PART I
UNDERSTANDING THE BASICS



ignou
THE PEOPLE'S
UNIVERSITY

BASIC UNIT 1 COPING WITH STRESS

Structure

1.1 Introduction

1.2 Part 1 : Stress

- 1.2.1 Types of Stress
- 1.2.2 Causes of Stress
- 1.2.3 Manifestations of Stress
- 1.2.4 Identification of Stress
- 1.2.5 Methods of Coping
- 1.2.6 Management of Stress

1.3 Part-2

Activity to be Done - Assessment of Case Vignettes

1.4 Part-3

Sample Illustration - Assessment of Case Vignette

1.1 INTRODUCTION

The modern life has set a hectic, rapid, treadmill pace for our lives. We often live and work in crowded conditions, have too many demands placed on our time, worry about our uncertain futures, hold frustrating jobs, and have little time for family or fun. This along with several other changes in life set pace for stress.

In this Practical, we would learn about coping with and managing stress.

Objectives

After undertaking this Practicum, you will be able to:

- Understand the concept of stress;
- Identify causes and manifestations of stress;
- Enumerate methods of coping with stress; and
- Learn about strategies of stress management.

1.2 PART-1 : STRESS

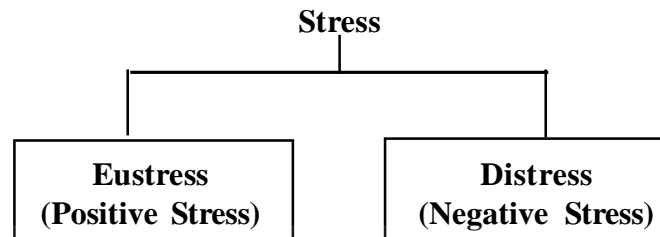
To maintain stability or *homeostasis*, the body is constantly adjusting to its surroundings. When a physical or mental event threatens this equilibrium, we react to it. This process is often referred to as the “fight or flight response.” We prepare for physical action in order to confront or flee a threat. This process of adjustment of our body through “fight or flight response” is the underlying mechanism in coping with stress. Stress, therefore, is the “wear and tear” our bodies experience as we adjust to our continually changing environment.

1.2.1 Types of Stress

Though stress does have negative impact on our lives, but stress is an inevitable part of our life. A life without stress would offer no challenges, no difficulties to surmount, no new fields to master or no reasons to improve our abilities.

Therefore, one needs to acknowledge the difference between:

- Good and appropriate levels of stress, which is Eustress.
- Excessive stress which leads to disturbance and has a negative impact on performance, that is Distress.



As a positive influence, stress can help compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke. With the death of a loved one, the birth of a child, a job promotion, or a new relationship, we experience stress as we readjust our lives. In so adjusting to different circumstances, stress will help or hinder us depending on how we react to it.

1.2.2 Causes of Stress

Except for major catastrophes, few events are stressful in themselves. Stress arises when you perceive a situation as threatening. For example, your morning commute may make you anxious and tense because you worry that traffic will make you late. Others, however, may find the trip relaxing because they allow more than enough time and enjoy playing music or chatting with the companion while they drive.

Stress is often associated with situations that you find difficult to handle. How you view things also affects your stress level. If you have very high expectations, chances are you'll experience more than your fair share of stress.

Major contributors to stress are the daily hassles. Daily hassles are minor irritations and frustrations experienced on a daily basis, which add up to the experience of stress.

Stress may be linked to external factors such as:

- The state of the world, the country, or any community to which you belong
- Unpredictable events
- The environment in which you live or work

- Work itself
- Family

Stress can also come from internal factors:

- Irresponsible behaviour
- Poor health habits
- Negative attitudes and feelings
- Unrealistic expectations
- Perfectionism

Other Causes of Stress

Causes of stress can be many, such as:

- Social Cultural factors

Marriage, death of close member, relocation, financial worries, dysfunctional families, caring for a near one who is ill.

- Biological

Lack of diet or fitness

- Psychodynamic

Guilt from past situations

- Rational

Perception and evaluation of situation, setting high standards and expectations from self and others.

- Experiential

Too many simultaneous demands from people

- Spiritual

Violation of personal or moral religious code, violation of laws

- Workplace

- Meeting deadlines

- Long working hours

- Role conflict

- Goal conflict

- Inadequate reward, compensation

- Lack of avenues for growth

Stress can be acute stress or episodic stress.

Acute stress results from “demands and pressures of the recent past and anticipated demands and pressures of the near future”. Acute stress is the

reaction to an immediate threat, commonly known as the *fight or flight* response. The threat can be any situation that is experienced, even subconsciously or falsely, as a danger. The effects of acute stress are short term.

Common acute stressors include:

- Noise
- Crowding
- Isolation
- Hunger
- Danger
- Changing jobs or shifting residence
- Accident

If you endure acute stress frequently, you probably are experiencing *episodic stress*. Your life might feel disorderly, in perpetual crisis, chaotic, or out of control. You are likely to observe that you:

- Are always rushing and always late
- Take on too much and have “too many irons in the fire”
- Feel over-aroused, short-tempered, anxious, and/or tense most of the time
- Describe yourself as having “a lot of nervous energy”
- Have “worry wart” tendencies (focus on negative possibilities and anticipate crisis or disaster in most situations)

1.2.3 Manifestations of Stress

Physical manifestations

Physical manifestations can be caused by other illnesses, so it is important to have a medical doctor treat conditions such as ulcers, compressed disks, or other physical disorders. Remember, however, that the body and mind are not separate entities. The physical problems outlined below may result from or be exacerbated by stress:

- sleep disturbances
- back, shoulder or neck pain
- tension or migraine headaches
- upset or acid stomach, cramps, heartburn, gas, irritable bowel syndrome
- constipation, diarrhoea
- weight gain or loss, eating disorders
- hair loss

- muscle tension
- fatigue
- high blood pressure
- irregular heartbeat, palpitations
- asthma or shortness of breath
- chest pain
- sweaty palms or hands
- cold hands or feet
- skin problems (hives, eczema, psoriasis, ticks, itching)
- periodontal disease, jaw pain
- reproductive problems
- immune system suppression: more colds, flu, infections
- growth inhibition

Emotional manifestations

Like physical signs, emotional signs such as anxiety or depression can mask conditions other than stress. It is important to find out whether they are stress related or not. In either case, the following emotional signs are uncomfortable and can affect your performance at work or play, your physical health, or your relationships with others:

- nervousness, anxiety
- depression, moodiness
- trouble thinking clearly
- lack of control/need for too much control
- “butterflies”
- irritability, frustration
- memory problems
- lack of concentration
- decreased psychomotor reactivity/coordination
- substance abuse
- phobias
- overreactions
- reduced creativity
- lowered productivity

Relational manifestations

The antisocial behaviour displayed in stressful situations can cause the rapid deterioration of relationships with family, friends, co-workers, or even strangers.

A person under stress may manifest signs such as:

- increased arguments
- isolation from social activities
- conflict with co-workers or employers
- frequent job changes
- road rage
- domestic or workplace violence
- over reactions

Stages of Stress

Stress manifests itself through various stages:

Alarm stage → Resistance → Exhaustion

1. *Alarm Stage*

The stress begins the second the brain perceives any kind of stress or threat and an alarm sounds inside the body.

Manifestations:

- Persistent irritability and anxiety
- Insomnia or excessive sleep
- Forgetfulness and inability to concentrate

2. *Resistance*

- During this stage the person meets the perceived challenge
- Once the perceived challenge passes, the alarm system is signaled to stop
- The resistance stage of the stress response is ideally suited to meeting the challenges of short-term stress
- If the stress becomes chronic, however, the body eventually loses its ability to adapt

Manifestations:

- Absenteeism from work
- Tired or fatigued for no reason
- Procrastination and indecision

- Social withdrawal and cynicism
- Resentful, indifferent, defiant
- Increased use of coffee, tobacco, alcohol etc.

3. *Exhaustion Stage*

- Most people experience the alarm and resistance stages of the stress response frequently
- Those under chronic stress experience exhaustion, a stage in which the body's resources are depleted and adaptive abilities are lost
- During the exhaustion stage, many of the events of the alarm stage occur as the body attempts to adjust to higher levels of stress, but the resulting wear and tear knocks out the immune system and injures body systems and organs
- Result of long term stress - disease and premature death

Manifestations:

- Chronic sadness or depression
- Chronic mental and physical fatigue
- Chronic stress related illness (headache, stomach ache, bowel problems)
- Isolation, withdrawal, self-destructive thoughts

Conditions that Influence the Effects of Stress:

- Early nurturing
- Personality traits
- Genetic factors
- The length and quality of stressors
- Immune regulated diseases

Individuals at Higher Risk:

- Type A personality
- Younger adults
- Women in general
- Working mothers
- Less educated individuals
- Divorced or widowed
- Unemployed
- Lack of social support
- Isolated individuals

1.2.4 Identification of Stress

How can you identify a person undergoing stress?

You need to look into stressful events occurred in the past year in the person's life. The list of causes gives you that information.

There would be physiological and psychological symptoms appearing in the person when they experience stress. You can use the list of symptoms given in the section on manifestations of stress.

There could be changes in physiological parameters which need to be checked by the physicians. For example, blood pressure, blood sugar levels and some common lifestyle illnesses.

Stressful events can cause certain sleep and appetite changes as well.

1.2.5 Methods of Coping

Coping refers to efforts to master conditions of harm, threat, or challenge when an automatic response is not readily available. Coping in itself does not imply success but effort. It is the link between stress and adaptation. Coping is “constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are taxing or exceeding the resources of person”. The following methods of coping were suggested by Lazarus and Folkman:

Folkman:

1. *Emotion-focussed coping*; in which focus is on dealing with your own fear, anger, or guilt as one reacts to situations. Several researches in this field imply that emotion focussed strategies may be less effective in managing or reducing stress. Typical such activities may include having a drink with friend to ventilate feelings. On the other hand some observers like Lazarus (1980) do propose that emotion-focussed strategies may be useful, especially at individual level and where the sources of stress are robust and resilient. Also these strategies may be more useful for those in the relatively initial stages of burnout, as compared to those in the later stages, for whom these strategies may be overstimulating.
2. *Problem-focussed coping*; in which the focus is on attempting to deal constructively with the stressor or circumstance itself.

The coping strategies can broadly be grouped as follows:

- Direct Action—in which the person tries to master the stressful transition with the environment. It is a strategy, which is externally applied to the environmental source of stress.
- Palliation—in which the person attempts to reduce the disturbance when unable to manage the environment or when action is too costly for the individual. It is a strategy, which is applied internally to one's behaviour and emotions.
- Information-seeking— where a person seeks information in order to cope with the stressor.
- Turning to others— where an individual shares frustrations and problems with friends, family or colleagues.

One can also differentiate the coping strategies as:

- Active coping strategy — this involves confronting or attempting to change the sources of stress or oneself.
- Inactive coping strategy — this involves avoidance or denial of the stress by cognitive or physical means.

	ACTIVE	INACTIVE
DIRECT	<ul style="list-style-type: none"> ● Changing the source of the ● Confronting source ● Adopting a positive attitude 	<ul style="list-style-type: none"> ● Ignoring the source the stress ● Avoiding the source ● Leaving
INDIRECT	<ul style="list-style-type: none"> ● Talking about the source of stress ● Changing self ● Getting involved in other activities 	<ul style="list-style-type: none"> ● Alcohol or drugs ● Getting ill ● Collapsing

The above grid explains the various coping strategies, which can be better understood with the following examples:

Direct-Active: For example, relaxation exercises, imagery, problem solving, biofeedback etc. .

Direct-Inactive: For example, letting tension build up, ignoring the sources of stress.

Indirect-Active: For example, talking or seeking social support, cognitive restructuring.

Indirect-Inactive: For example, alcohol, drugs, getting ill, sleeping pills etc.

It is seen that people who use active strategies successfully find that they alleviate stress because active strategies are likely to change the sources of stress. Professionals who attack the sources of stress directly, for example, by confronting their boss; professionals who avoid the stress, for example by ignoring the outburst of a client; and professionals who deal with stress indirectly, for example by talking about it with their friends, are all going to experience less burnout as compared to those who drink and forget the stress.

It is also observed that there are situational variations in establishing the personal effectiveness of various coping strategies. What may work in a particular situation may not do so in the other situation. Therefore, the coping strategies may have to be modified and adapted on the basis of the confronting situation.

1.2.6 Management of Stress

When a stressful situation ends, hormonal signals switch off the stress response, and the body returns to normal. Unfortunately, stress doesn't always let up.

If you tend to harbour anxiety, and you worry about daily events and relationships, your stress response never shuts down. Studies show that long term activation of stress symptoms can have a hazardous, even lethal effect on your body. When the signs of stress persist, you are at risk for many health problems that people often do not realize are, in large part, attributable to stress, such as:

- obesity
- heart disease
- cancer
- depression
- anorexia nervosa or malnutrition
- obsessive-compulsive or anxiety disorder
- substance abuse
- diabetes
- ulcers
- sexual abuse
- hyperthyroidism
- hair loss
- tooth and gum disease

What is stress management?

The aim of stress management is to help you balance the various aspects of your life-your work, your relationships and your leisure -and to balance the physical, intellectual and emotional aspects of life. People who effectively manage stress, consider life a challenge rather than a series of irritations, and they feel they have control over their lives, even in the face of setbacks.

Identifying and addressing the sources of your stress

Living a more balanced life

The following strategies can help you to live a more balanced and stress free life:

- Delegating or sharing your responsibilities at work and at home.
- Avoiding difficult colleagues, family members, and acquaintances.
- Learning to be more assertive.
- Doing regular exercise.
- Not using drink or drugs to cope.
- Eating a healthy, balanced diet rich in fruits and vegetables.
- Finding humour or absurdity in stressful situations.

- Never taking on more than you know you can cope with.
- Organizing your time better to get as much done as possible.
- Talking to friends or family and sharing your thoughts and fears.
- Listening to music or relaxation tapes.
- Tensing and then relaxing your muscles, starting at the toes and working up to the head and neck

Organizing and simplifying your life/Managing time and scheduling

It may also be necessary to reorganize your schedule in order to maintain a more balanced life. Some strategies for time management include:

- Make a “to-do” list. Check items off as you complete them.
- Prioritize tasks and then work on the most important ones.
- Learn to say “no”.
- Delegate less important tasks.
- Schedule extra time for tasks, in case of interruptions.
- Take frequent breaks and schedule time for relaxation.
- Keep your personal belongings in working order to prevent untimely, stressful repairs.

Accepting support from others

To help reduce stress, develop a network of friends and family members to turn to when stress threatens to overwhelm you.

Your efforts to create a strong social network will serve you well when you are confronted with serious stress.

- Think of individuals who care about you and with whom you can share your most personal thoughts.
- Reach out to the people you feel close to. Call them; make dates to see them; be open and available to them. Let them love you.
- Be sure to include some people at least a generation younger than you so that you won't outlive your buddies and be left alone.
- Build relationships based on emotional honesty. Members of your inner circle should know how to listen without judging you, giving advice, or comparing your experiences to theirs.

Developing coping skills for stress relief

Your attitude has a lot to do with whether events and occurrences produce a feeling of stress. Once you admit that you are not able to control everything,

you will be better equipped to handle unexpected situations. Stress management comes down to finding ways to change your thinking and manage your expectations. Other important ways to adjust your attitude include:

- Be realistic. Shed the Superman/Superwoman image. Don't expect too much of yourself or others. Nobody's perfect!
- Try to be assertive rather than passive or aggressive.
- Be flexible. Give in sometimes.
- Rehearse/prepare for presentations and interviews.
- Think positively. Look at each stressful situation as an opportunity to improve your life.
- Don't take work problems home or home problems to work.
- Rely on humour to relieve tension.

Nurturing yourself

Taking care of your body, mind and spirit can help reduce feelings of anxiety and frustration that often accompany stress. You might be surprised by how much stress relief a long bubble bath or a quick catnap will provide.

- Practise relaxation techniques such as controlling your breathing, clearing your mind, and relaxing your muscles.

Taking a break

Try to take time everyday to slow down and do something you enjoy, even if it is just for a few minutes. Reading a magazine, playing with your dog, reading your child a book, or any other activity that helps you forget the stresses of your day can calm you and help you remember what is important.

- Stop for several mini-breaks during your workday. Take 30 seconds to look out of the window or stretch.
- Set aside some personal time, but limit time spent with negative people. Go for a walk. Listen to music. Socialize. Indulge in sports and recreation.
- Take some time off to rejuvenate yourself — even if it's just one day midweek or a long weekend. If possible, go on vacation.
- Do volunteer work or start a hobby.
- Pray or meditate.
- Do Yoga

Keeping a journal

Writing things down has a marvelous way of putting things in perspective. Putting your worries into words may help you see that you don't really have that much to worry about, or it may help you get organized and manage your stress, rather than letting it manage you. Regardless, keeping a journal should help you identify your concerns and establish a plan for moving forward.

- List the situations that produce stress in your life (moving to a new location, work or school demands, balancing priorities, job promotion).
- Describe how you cope with each type of stressful experience.

- Evaluate your responses. Are they healthy or unhealthy, appropriate or unproductive?

When should you seek professional help for your stress?

When you're in the midst of a stressful situation, it's hard to determine whether you're simply feeling stress or something more serious. Can you handle your stress on your own, or are you unable to figure out what to do? Stress doesn't just go away. Instead, it goes to work inside the body. The longer it's there, the more likely it is to produce physical and psychological illness. The latest research shows that stress can cause damage to the brain, heart, joints, digestive and immune systems.

If you think that you would benefit from help, either in identifying the things that are causing your stress, or in learning techniques to help you relax, there are many people who can give you professional assistance in these areas.

It's time to seek professional help if you:

- Feel that stress is affecting your health.
- Feel that it will never end.
- Feel so desperate that you think about quitting your job, running away, taking a drug overdose, or injuring yourself.
- Feel depressed, sad, tearful, or that life is not worth living.
- Lose your appetite and find it difficult to sleep.
- Find that you are eating, drinking alcoholic beverages, smoking, or using recreational drugs in abnormally large amounts.
- Have worries, feeling and thoughts that are hard to talk about.
- Hear voices telling you what to do.

1.3 PART-2: ACTIVITIES TO BE DONE

ACTIVITY I :

Analysis of types of stress and coping strategies used

AIM:

To identify the sources of stress and advise coping strategies.

OBJECTIVES:

After undertaking this Practicum activity you will be able to:

- understand the concept of stress;
- identify causes and manifestations of stress;
- enumerate methods of coping; and
- learn about strategies of stress management.

METHOD:

Materials Required:

Pen, paper

Procedure:

Read the following case vignettes, analyse them and answer the questions asked at the end of each vignette.

Case Vignette 1 :

Suresh is a 26 year-old-male. He lives with his elder brother, 30-year-old and mother, aged 58. His father died 2 years ago after a heart attack. Suresh has been having problems with his elder brother for the last 10-15 years, and feels that his brother harasses him. The mother explains this as elder brother's concern and playful nature with Suresh since childhood, but Suresh is so hassled that he wants to take the elder brother to the court to get help and protection.

Suresh has very few friends and complains of problems at workplace also.

He has changed 5 jobs in the last one year.

Now, answer the following questions.

- 1) Identify the stressors in Suresh's life.

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- 2) How does Suresh react to problem situation?

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- 3) After understanding the stressors, what coping mechanisms/strategies would you recommend for Suresh?

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Case Vignette 2

Alisha, a 32 year old software engineer living in a joint family reaches office late every morning and gets warnings. She has often been reprimanded by her boss. Recently her boss asked her to resign if she comes late. Alisha vented out her frustration about demanding in-laws and husband, workload at home, and traffic on her colleagues in office and ended up crying out of helplessness in front of everyone.

After coming back home she feels upset and fights with her in-laws and husband too.

Now, try to answer the following questions.

1) Identify the stressors for Alisha.

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2) Plan out a routine for her keeping in mind the various coping strategies.

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ACTIVITY II:

From your daily experience, identify any two individuals who are experiencing significant stress and effect of stress can be seen on their behaviour.

Describe each case. Thereafter, identify the stressors and advise appropriate coping strategies in each case.

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1.4 PART-3 : SAMPLE ILLUSTRATION

Case Vignette 1

Mitali, an 18-year-old student, is preparing for medical exams for the last one year. She had failed to clear the entrance exam to any medical college of her choice. She is feeling depressed and empty. Being a high achiever throughout school, her expectations are very high. She is experiencing pressure from her parents to try again but she feels overwhelmed by the failure and feels she cannot study anymore.

1) Identify the stressors.

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2) Highlight her stress appraisal pattern.

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3) Suggest coping strategies to solve her present problems.

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Answers:

1. a) Entrance examination
b) Expectations — her's and family's
2. Negative coping strategies
a) Feels depressed
b) Fear of failure
3. a) Relaxation/Breathing exercises
b) Self-statement — 'I can do'
c) Cognitive restructuring

BASIC UNIT 2 ASSESSMENT THROUGH GENOGRAM

Structure

- 2.1 Introduction
- 2.2 Ethical Considerations
 - 2.2.1 Explaining Practicum Activity to the Selected Member
 - 2.2.2 Taking Notes during the Practicum Activity
 - 2.2.3 Duration of the Activity
 - 2.2.4 Format for Writing Report of the Activity
- 2.3 Illustration of Written Report of the Practical
 - 2.3.1 Aim
 - 2.3.2 Preparation for the Exercise
 - 2.3.3 Drawing of the Genogram
 - 2.3.4 Narrations by the Client during the Process of Making the Genogram
 - 2.3.5 Interpretation
 - 2.3.6 Conclusion

2.1 INTRODUCTION

You are already familiar with a genogram, as well as the purpose and symbols of genogram. Genogram is used with patients to understand their problems. This programme of study is training you to work as a Counsellor and Family Therapist. You should initially perform this activity, with someone who has not sought clinical help, and is voluntarily consenting for the exercise. Later this Practicum activity can be carried out with a client who seeks therapy.

OBJECTIVES

After undertaking this Practicum exercise and the activities included herewith, you will be able to:

- Analyse the genogram; and
- Locate the root of the problem.

2.2 ETHICAL CONSIDERATIONS

There are certain rules of therapy. These are the principles that you should be well informed about and follow each time you indulge in this exercise. These are the ethical aspects.

Help the client build trust in you and your abilities to be able to confide in you. This can be done by assuring her or him of maintaining confidentiality.

It is very important to let the clients know that the information given by them will not be revealed to any one else, neither their own family members nor others. If the interactions are to be tape recorded, then the consent of the client should be taken. If the client is unwilling, then you may take hand written notes, to be expanded after the session. Inform the clients that any information

divulged by them would be accessible to them alone and they would have the right to withdraw from the sessions at any point in time along with their data.

2.2.1 Explaining Practicum Activity to the Selected Member

The selected member for the current practical, as described above as well, needs to be told about the activity in detail and its purpose; along with an orientation to the symbols that will be used in the process of drawing the genogram. In a real setting too, the client needs to be kept informed to be able to build trust in you, which will help the person open up and talk without fear. Tell the true purpose of the genogram and the procedure of developing the same.

For this current activity, once you select the person, explain the complete exercise and the purpose of carrying it out to her or him. The diagram is usually used to understand behaviours or a problem, and so the aim needs to be specified before hand that this is just an exercise for the partial fulfillment of your Course in Post Graduate Diploma/Masters Degree in Counselling and Family Therapy and that the responses of the client will be used solely for academic purpose and nowhere will the identification of the person be disclosed. Also pseudo names may be used in the description to be submitted. These details are to be considered whenever you carry out the activity with any client.

2.2.2 Taking Notes During the Activity

During the process of making a genogram, you should be involved in the drawing but at the same time you need to make a note of the significant facts told by the client to you while talking about different persons in the genogram. This could be done with the help of drawing a *Time Line* also. On a line incidents occurring in the life are pointed out in chronological order. You may probe by asking questions wherever needed (see the illustration). The notes can be in running format, and should be expanded on the very same day. If the client permits and you have succeeded in making her or him feel comfortable in your presence, you may also tape record the interview, to be transcribed at the earliest.

2.2.3 Duration of the Practicum Activity

For the current exercise, the duration would depend on the client and her or his willingness to talk about her or his life. However, the overall exercise should not take more than 3 hours, which could be spread over a period of 2 to 3 days.

2.2.4 Format for Writing Report of the Activity

The activity needs to be documented in a specific format. The following criteria need to be adhered to. Begin with an introduction of the exercise, giving the reader an idea about how the activity was initiated. Then write about the selected family and their background; even though the activity is all about it, you need to focus a little on the family type, composition, socio-economic status and other details that you feel need to be highlighted. Then write about the client (person selected for the activity) in terms of details of the person as well as why he or she was selected. Mention the various procedures followed for preparation of the activity as well as the duration with specific details. Give the complete narration of the client along with the diagram of the genogram, mentioning any other symbols that may have been used, apart from the ones given in the manual. Analysis of the narration may be given either in a paragraph form or a tabular

form, but essentially bifurcated in the way shown in the illustration, given below. That is, the narrative should be broken into smaller narrations, which talk of both persons and events. Self interpretation must be given as a concluding comment summarising the identified problem or cause that needs to be further dealt with.

We are now providing you with an illustration of how to write the report of this Practicum Activity, but please note that you must not copy this example in your practicum activity as you would be failed in that case.

2.3 ILLUSTRATION OF WRITTEN REPORT OF THE PRACTICAL

Here is an illustration of a genogram that may be referred to before planning your own activity. This is an example of a person, 40 years of age. This person was unable to perform well in any of the jobs where he was employed. He would ultimately leave the job within a span of seven to nine months.

2.3.1 Aim

Relating the client's behaviour to his/her experiences in the family, which could be a probable cause for the current problem.

2.3.2 Preparation for the Exercise

The person was identified through a mutual friend. He was contacted on his mobile and explained about the Course and the exercise. He was then asked about his willingness to participate. When he gave his consent a mutually convenient time and place were then decided for the exercise.

During the phase of the exercise when the person came in, he was given details about the genogram and the ethical guidelines. The person was told that the information provided by him would be kept confidential. Then he was asked whether the conversation could be tape-recorded, to which he gave his consent, definitely making the activity easier to document without missing out on important information. He did hesitate initially to give consent but when convinced of confidentiality he was comfortable with the idea.

This was achieved only after a rapport was built with the client. As soon as he came in he was asked to be seated in a comfortable place. Water too was offered as is an integral part of the Indian culture. Formal conversation was begun off by the therapist by discussing the weather and traffic scenario. Slowly as any client would expect, the counsellor moved on to his problem, which was related to his job. He was allowed to describe it at length; and whenever he would stop the therapist gently encouraged him to continue. He was also aware about his instability with jobs and this was also voiced by him. The therapist waited for the client to refer to his family before beginning off with the genogram. The opportune moment came up when the client said that when he returned from his job he would at times be too tired to even switch on the television set. At this the therapist asked, 'Did you have a television set when you were young?' Those days very few homes would have those. This was when the conversation shifted to his family and the therapist suggested moving to the genogram exercise.

The drawing was taken up and the client was asked to talk about the members in his family and his relationship with each.

2.3.3 Drawing of the Genogram

Refer to the Figure 2.1 named Genogram diagram on the next page.

2.3.4 Narrations by the Client During the Process of Making the Genogram

Mr Gansheh Rao narrated that his family is close knitted and that earlier they lived in a joint family at Ahmedabad. His uncle, elder to his father acted as the head of the family and all would abide by his decisions. *Uncle was the one who probably decided the family's fate.* His father respected him a lot, but at the same time his father was even pampered a lot. He never completed his graduation. He did not face any immediate problems as he was working with his uncle in his shop. They had never thought that they would one day separate their households. *Father is being perceived as a weak personality who was not very serious about his life. Also somewhere the uncle is blamed for it and the feeling that comes through is that uncle was responsible in making his father what he was perceived to be as.* Somewhere he felt it was his aunt who instigated his uncle in driving them out of the household. His cousin brother who was his age, was born a month earlier than him, so he was the eldest child and got everything. His aunt, he suggested never liked them. She would always give a larger share of whatever to her own children. *The aunt was perceived as a biased person against the client's family. She was depicted as someone who hated them.* His second cousin, two years younger to him was nice but very stubborn and irritating at times and would hit all three of them, that is his brother who is three years younger to him and his sister who is four years younger to him. He felt that his mother knew about it, but she was the subordinate kind who would silently suffer but not fight back. *Mother is represented as a sufferer who did not have any say in the family.* Also somewhere he felt, she knew that his father could not support the family, if they separated into their own nuclear unit. *Once again a depiction of father being a weak character* (at this time there was a sad helpless look on the client's face, as if he was recollecting the episode). He voiced his mother was suffering a lot but she never talked about it to anyone, not even his father. His sister and brother, according to him were too young to understand certain things, but he could see and hear. *The mother is again being portrayed as a helpless woman.* He said that there were times when his aunt's voice still rang in his ears shouting "You good for nothing fellow, help me in the kitchen"...(the same sad look reappeared). He could not do anything about it but had to listen to her harsh abuses and do what he was asked to do. He hated her. *The client accepts his unease at being unable to deal with the aunt's abuse. Also revealing helplessness.*

When he was fifteen years old, there was a big fight in the family, with his aunt shouting at his father and mother, who listened to whatever nonsense she uttered. And then they moved out. They moved to Bombay (Mumbai) where his father's uncle had promised to give him a job. This was a low paid job, and so they lived in poverty. They never had enough of anything and at the age of 20 years he lost his mother. He could not continue with his education and had to support his father so that his two younger siblings could continue with their education. *This episode of experiencing so many losses within the span of 5 years seems to have effected him the most. This also being a critical age, may have effected his self-esteem as well as his career.*

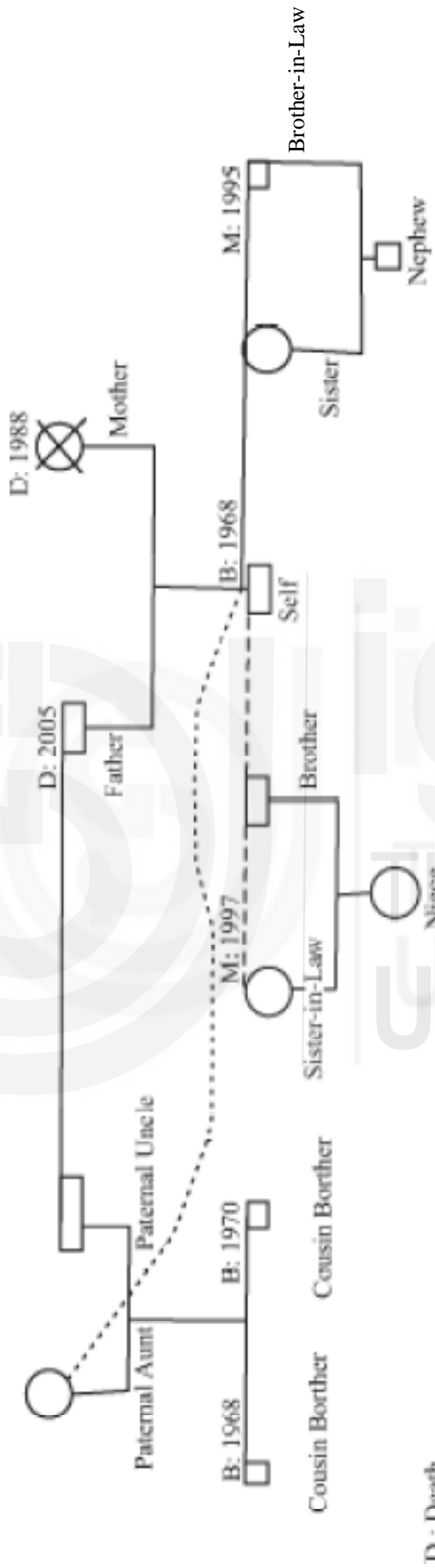


Fig. 2.1: Genogram diagram

Probe: This here is your brother right? (the investigator asks the client pointing at the symbol for brother on the genogram)

He described his younger brother as a good looking handsome man. This brother got married when he was 24 years old. He also had a good job and earned well. He was currently at Pune working with a multinational company, earning a good package. He had visited him five years back, then never felt like going there. He described that he was a busy person....(client could not hide his disappointment at this, his expressions were those of a man who knew that he could not achieve material pleasure, like his brother, younger in age). *Client talks of his sibling for the first time, he may be feeling inferior to his brother in terms of his achievements.*

(The sentences in italics are the therapist's comments; whenever possible a reference should be made to the relations on the genogram).

2.3.5 Interpretation

The client has had a bad childhood and the experiences have influenced his life to a great extent. It seems he has never been able to overcome those. He probably needed to talk more about it. He was also drifting away from his own family and did not want to talk much about it. The succeeding meeting would focus more on the brother and his own feelings about his status; the idea that he himself would probably have been the motivating force in his brother's successful life should be focused upon. As it comes through that there is self comparison with sibling and it is more in terms of material achievements. The client since childhood felt that good education would entail a good job and thus self confidence. He himself was not highly qualified, could not keep up with the demands of his job and thus with each job that he lost, he also seemed to lose his self confidence to do things. One can easily observe here how the client looked at himself. He felt that he was worthless as he could not get a decent degree, and so he never probably had the motivation to even excel in his performance at his work place. He seemed to be dragging with life. He felt helpless with what he felt was his lack of ability; this was similar to his description of his mother's feelings when she was with their aunt. He felt he could not do anything about the situation except for tolerating whatever would come his way.

Probably if the client is identifying more with the mother, which needs to be further explored, then even this should be addressed. Because he may have subconsciously picked up her behavioural traits.

2.3.6 Conclusion

The client needs further sittings especially to talk more about his contributions to his family's growth. He somewhere seems to have suppressed the very idea that he too would have aided the family, for them to be able to survive the ordeals. Probably he has never discussed his feelings with his siblings. At the same time the family too needs to be made aware of the fact that they need to verbally acknowledge the client's support, especially the support during the early years of their lives. However the caution to be taken is that nothing should be done without the client's consent. He remembers only the sad parts of his childhood, narrating

experiences of his failure. He should be encouraged to talk more about his life and the good days that they had spent together as a family.

The exercise could take a longer duration, however it should be the client's prerogative to decide whether the sessions should continue or not. You as a therapist need to make the person understand the utility of the exercise to help him or her resolve the problem at hand. But the decision needs to be the client's. Also see whether the client perceives it as a problem.

We end the exercise with this. The activity on hand should be carried out as part of the course, but with great precautions so as not to harm individual rights. The idea is to maximise your learning.



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PART II
PRACTICALS TO BE DONE
(PRACTICALS 1-8)



PRACTICALS TO BE DONE

INTRODUCTION

In this Part, details regarding the practicals to be done are given:

- Practical 1 : Analysing Genogram and Coping with
 Stress of an Adolescent Boy
- Practical 2 : Analysing Genogram and Coping with
 Stress of an Adolescent Girl
- Practical 3 : Analysing Genogram and Coping with
 Stress of a Gainfully Employed Woman in
 Early Adulthood Stage
- Practical 4 : Analysing Genogram and Coping with
 Stress of an Unemployed Man in Early
 Adulthood Stage
- Practical 5 : Analysing Genogram and Coping with
 Stress of a Housewife in Middle Adulthood
- Practical 6 : Analysing Genogram and Coping with
 Stress of a Man in Middle Adulthood
- Practical 7 : Analysing Genogram and Coping with
 Stress of a Senior Citizen (Male) Living in Family
- Practical 8 : Analysing Genogram and Coping with
 Stress of a Senior Citizen (Female) Living
 Alone or in an Old Age Home

The Basic Units 1 & 2 have provided you the foundational information regarding these practicals. Each practical has to be done by following the given instructions and the report written in the given format for inclusion in the Practical File. The report would include the aim, objectives, method, tool, findings, analysis and discussion, conclusion, and observations/reflections. Background information of the individual (and family), narrations of the client, the genogram diagram prepared and its analysis, and your overall interpretations must be included in your report.

GUIDELINES FOR DOING THE PRACTICALS (1-8), AND FORMAT TO BE USED FOR WRITING THE REPORT OF EACH OF THE THREE PRACTICALS, AS STIPULATED

***TITLE : Practical Activity ... (e.g. '1')—Analyzing Genogram and Coping
..... (e.g., 'an adolescent boy')***

(In the Practical Title, the individual mentioned would change as per the practical number)

AIM:

Analyzing genogram and coping style of (e.g., ‘an adolescent boy’)

(Under ‘Aim’, the individual mentioned would change as per the practical number)

OBJECTIVES:

After undertaking this Practical activity, you will be able to:

- Understand the importance of genogram;
- Prepare a genogram.....
- Analyse genogram of (e.g., ‘an adolescent boy’);
- Apply skills of analysing genogram in counselling and family therapy practice; and
- Analyse mechanisms for coping with stress in (e.g., ‘an adolescent boy’).

(Under ‘Objectives’, the individual mentioned would change as per the practical number.)

METHOD:

Materials Required:

Interview schedule for seeking information regarding the respondent, pen, paper, tape recorder.

Respondents

(Try and select respondents not only from different stages in the human life cycle but also from different settings and backgrounds for the Practicals 1-8. A more diverse exposure would enhance your quality of learning.)

For Practicals 1 & 2 Select a respondent from the given settings, like adolescent boy or girl preparing for entrance exam for various professions; adolescent boy or girl, who is the eldest child in a nuclear or joint family; who is a single child in nuclear/joint family; who has migrated to another place, etc.

For Practicals 3 & 4 Select a man/woman in the early adulthood stage with different life circumstances such as a gainfully employed woman from nuclear family, joint family, an unemployed married/unmarried man from low/middle income etc.

For Practicals 5 & 6 Select man/woman in middle adulthood from varied backgrounds, such as a middle-aged man from a farmer family; a middle-aged man who is a sole earner, a middle aged housewife woman living in three generational family etc.

For Practicals 7 & 8 Select an elderly man/woman from the given settings, like, a male senior citizen living in joint/nuclear family, an aged woman living in an old age home etc.

Procedure

1. Identify one person from the given setting which you have selected and ask the respondent if he or she would be willing to participate in an interview with you about their family. You may wish to assure the respondent that his or her responses or answers in the interview would be kept confidential.
2. Set up a mutually convenient time with them to conduct the interview. You can meet the person more than once to conduct the interview, if comprehensive data is not gathered in one go.
3. Make an interview schedule to conduct the interview. You can add questions in order to get detailed and complete information about a topic in the interview. Include in your report the interview schedule that you prepared for interviewing the respondent, as well as the changes you introduced therein in the course of the interview.
4. Be sensitive to your respondents. Some of them may want to take some time to think about the questions.
5. On an average, the interview should take about 1½ - 2 hours.

- You are required to make at least a 3-generational genogram in each case.
- If you are unable to get the requisite information to make the three-generational genogram from the respondent, say the adolescent, you may interview another family member also to get the required information.
- The interview should cover the stressors of the individual.

6. You must try to record or document the responses you gathered in the interview for future reference, especially for drawing the genogram and analysing it, for discussing with the Academic Counsellor and to write the report for the practical. So you may want to write down verbatim what your respondents said in response to the questions you asked. You may use a tape recorder for recording purpose, after seeking permission from the respondent. Subsequently, you may transcribe (write on paper) the recorded interview. You have to enclose the CD, transcribed sheets, draft interview sheets along with the practical report.
7. Your report for this practical should include your reflections about the coping styles of the chosen respondent pertaining to handling stress. You must pay due attention to the interpretive and analytical components of your report.

FINDINGS:

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This section would include the background information about the respondent; the narrations and responses of the genogram diagram prepared and its analysis; as well as how the respondent copes with stress.

ANALYSIS AND DISCUSSION:

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In this section you have to write down your inference and analysis of the information obtained about the individual.

CONCLUSIONS:

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In this section you have to conclude this practicum in about 500-750 words. Here you have to record the inferences that you have been able to draw on the basis of this practical activity. Broadly, you need to focus on the findings and the interpretations of the same.

REFLECTIONS:

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.....

You may state how you went about this practicum activity, and how your respondents reacted towards you. Note down any particular behaviour of the respondent which you came across like too self conscious, adjusting dress or hair constantly, etc. Write your inner self experience in this whole practicum. In a simple paragraph of about 250 words, reflect on your experience while performing this practical.

EVALUATION SHEET

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

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

S. No.	Name of the Practical	Basis of Evaluation	Maximum Marks	Marks Obtained
1.*	1) Analysing Genogram and Coping with Stress of an Adolescent Boy OR 2) Analysing Genogram and Coping with Stress of an Adolescent Girl	Written Report of one of the two practicals	50	
2.*	3) Analysing Genogram and Coping with Stress of a Gainfully Employed Woman in Early Adulthood Stage OR 4) Analysing Genogram and Coping with Stress of an Unemployed Man in Early Adulthood Stage OR 5) Analysing Genogram and Coping with Stress of a Housewife in Middle Adulthood OR 6) Analysing Genogram and Coping with Stress of a Man in Middle Adulthood	Written Report of one of the four practicals	50	
3.*	7) Analysing Genogram and Coping with Stress of a Senior Citizen (Male) Living in Family OR 8) Analysing Genogram and Coping with Stress of a Senior Citizen (Female) Living Alone or in an Old Age Home	Written Report of one of the two practicals	50	
4.**	1-8) All eight practicals	Interaction with respect to all eight practicals	50	
Grand Total			200	x

Note: * Here, the Academic Counsellor gives marks out of 50 on the basis of the report submitted for evaluation, which is to be supplemented by audio recording/CD/sheets on which notes were taken during interview/observation etc., submitted by the learner.

** Here, the Academic Counsellor gives marks based on the interaction of the learner with the Counsellor with respect to all 8 practicals, supplemented by audio recording/CD/sheets on which notes were taken during interview/observation etc., submitted by the learner, that formed the basis of interaction.

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

$$\frac{\text{Total marks obtained as above (x)}}{200} \times 50 = 'N'$$

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

$$\frac{(x)}{200} \times 50 = \dots\dots\dots$$

.....
(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).

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Date : **(Signature of the Academic Counsellor/Supervisor)**
Place :

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

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:

SECTION 2 : To be Used for External Evaluation at IGNOU

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

S. No.	Name of the Practical	Basis of Evaluation	Maximum Marks	Marks Obtained
1.*	1) Analysing Genogram and Coping with Stress of an Adolescent Boy <i>OR</i> 2) Analysing Genogram and Coping with Stress of an Adolescent Girl	Written Report of one of the two practicals	50	
2.*	3) Analysing Genogram and Coping with Stress of a Gainfully Employed Woman in Early Adulthood Stage <i>OR</i> 4) Analysing Genogram and Coping with Stress of an Unemployed Man in Early Adulthood Stage <i>OR</i> 5) Analysing Genogram and Coping with Stress of a Housewife in Middle Adulthood <i>OR</i> 6) Analysing Genogram and Coping with Stress of a Man in Middle Adulthood	Written Report of one of the four practicals	50	
3.*	7) Analysing Genogram and Coping with Stress of a Senior Citizen (Male) Living in Family <i>OR</i> 8) Analysing Genogram and Coping with Stress of a Senior Citizen (Female) Living Alone or in an Old Age Home	Written Report of one of the two practicals	50	
4.**	1-8) All eight practicals	Review of Interaction (based on enclosures)	50	
Grand Total			200	y

Note: * Here, the external evaluator gives marks out of 50 on the basis of the report submitted for evaluation, which is to be supplemented by audio recording/CD/sheets on which notes were taken during interview/observation etc., submitted by the learner.

****** Here, the external evaluator gives marks based on the review of enclosures (audio recording/CD/sheets on which notes were taken during interview/observation etc., enclosed by the learner in the File), that formed the basis of interaction of the learner with the Counsellor with respect to all 8 practicals.

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

$$\frac{\text{Total marks obtained as above (y)}}{200} \times 50 = 'S'$$

Note: *The pass percentage for external evaluation is 40%. Therefore if the learner gets less than 20 marks after calculating 50% weightage (as above), 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 in figures and in words.

$$\frac{(y)}{200} \times 50 = \dots\dots$$

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

Date : _____ **(Signature of the Academic Counsellor/Supervisor)**

Place : _____ **(iii)**

**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 File, are to be consolidated below by the External Examiner (who did the evaluation in Section 2).

Supervised Practicum (MCFTL-003)

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

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 :

**Certificate of Completion of Supervised Practicum
MCFTL-003**

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 number has carried out the stipulated 8 practicals of the course “Counselling and Family Therapy: Basic Concepts and Theoretical Perspectives – Supervised Practicum” 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-003 from (start date) to (end date).

Date : **(Signature of the Academic Counsellor/Supervisor)**
Place :

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

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:

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 Practicals of the Course
"Counselling and Family Therapy: Basic Concepts and Theoretical Perspectives –
Supervised Practicum" (MCFTL-003) under the guidance of my Academic
Counsellor (name of the Academic Counsellor/Supervisor).
For the completion of my course work, I need you to grant me permission to
interview you and/or your child for 2-2½ hours as per your convenience.
Please grant me permission and oblige.

(Student's Signature and Name)

(Academic Counsellor's Signature & Name)

Name & Signature of the Participant /Parent

