



MANUAL FOR SUPERVISED PRACTICUM

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Dear Learner,

This course “Counselling and Family Therapy: Applied Aspects-- Supervised Practicum” (MCFTL-004) is the practical counterpart of the theory course “Counselling and Family Therapy: Applied Aspects” (MCFT-004). The Supervised Practicum is of 2 credits. This Supervised Practicum (MCFTL-004) helps you to understand better the applied concepts which are to be used during actual therapy sessions.

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 five 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; and**
- **Report three must be that of Practical 5.**

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 5 PRACTICALS.

Thus, you need to submit only three practicals for evaluation. Doing the remaining two 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-004) is on family and individual interviewing. 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. Family interviewing of the person forms the very basis of the counselling and family therapy interventions.

This Supervised Practicum is worth 2 credits. An orientational practical exercise involving an exposure to resolving the hypothetical situations from the perspective of counselling and family therapy has been outlined in Part-I of this Supervised Practicum Manual. The subsequent 5 practicals, listed in Part-II of this Manual for Supervised Practicum, are more intense in nature, providing you with the in-depth experience of “family interviewing”. **In the beginning of Part-II of this Manual, the research tool has been provided for use in Practical 1 to 5. The tool has to be modified as per the requirement of the practical and the characteristics of the respondent(s).** 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-004

The Supervised Practicum comprises 5 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 5 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 5 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. *Also, do not copy from your peers/friends/any other source, as you would be failed in that case.*

Content Layout in the Practicum Manual

This Manual for Supervised Practicum (MCFTL-004) consists of 6 practicals which you are required to carry out.

The Orientational Practical; given in the beginning in Part-I is regarding resolving the hypothetical case records. In this Practical, the first part prepares the base, the second part comprises the case vignettes that you need to analyse, and the third part gives an illustration of how this analysis may be done.

After this orientational activity, we come to the mainstay of the practical work for this course; that is, family interviewing. Part-II of the Manual outlines the family interviews that you need to conduct with a diverse range of individuals. In Part II of the Manual, initially the research tool is given which has to be used in Practical from 1 to 5, and then details regarding these Practical are given.

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.
- 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 families in different settings.
- 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., adapted interview schedule) that you would use for the purpose. Take her or his advice and then finalize your tool and carry out the activity with the identified respondent. Here, in this programme of study, the respondent is also called 'participant' and at times 'subject' or 'client'. It is advisable to report to your 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 3 Practicum Activities. You need to write each and every detail in your report. The guidelines regarding report writing are given in this Manual. The sample illustrations of written report given in the Manual 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 counsellor with respect to all 5 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. Take the Counsellor’s advice on the adapted interview schedule you have prepared for that specific practical/interview.
- 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.
- **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 5 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 and Practical 4, and the third report has to be of Practical 5.**

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 5 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 5 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 5 practical activities 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 five 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; and**
 - **Written Report three must be that of Practical 5.**
- 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 5 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 Practical 1 and 2; second has to be of one of the practicals out of Practical 3-4, and third has to be of Practical 5.

The Academic Counsellor will also assess your performance during interactive sessions for all the 5 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 5 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 5 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-004. 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 5 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-004". 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-004

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:
ORIENTATIONAL PRACTICAL
RESOLVING THE HYPOTHETICAL
CASE RECORDS

THE PEOPLE'S
UNIVERSITY



PRACTICAL RESOLVING THE HYPOTHETICAL CASE RECORDS

Structure

- 1.1 Introduction
- 1.2 Part 1 : How To Proceed
- 1.3 Part 2 : Activity to be done:- Analysis of Hypothetical Case Records
- 1.4 Part 3 : Sample Illustration
- 1.5 Conclusion

1.1 INTRODUCTION

In this Practicum activity, we shall focus on dealing with some hypothetical case records related to spousal relationship and family dynamics. Comprehensive understanding and know-how of theoretical aspects is a prerequisite before you plunge into taking up practical experiences!

By now you must be wondering that “why do I have to undertake solving the hypothetical cases?” The answer is simple. You know that understanding theory is a pre-requisite for doing a practical; similarly, dealing with hypothetical case records is a pre-requisite for undertaking a case as a professional counsellor and family therapist in real life situation.

Undertaking the hypothetical case records will give you the required confidence to unravel the counselling experience. In the process you will also realise the skills, knowledge and attitudes which you need to gain and acquire. You will also analyse your own self better and discover what you need to cultivate. Thus this particular Practicum activity focuses on giving you the pre-requisite experiences and opportunity to contemplate and ponder while you are on an exciting journey as a budding counsellor and family therapist.

Objectives

After undertaking Practicum activity, you will be able to:

- Start thinking from the perspective of a counsellor/family therapist, by exploring a range of case records related to family dynamics and spousal disharmony;
- Evaluate the roots behind disharmony within relationships and start thinking about alternative solutions towards harmony;
- Begin to relate theoretical knowledge to practical situations and in the process, clarify the concepts learned while strengthening them;
- Evaluate your own analysing, problem solving capacities and cultivate patience;

- Become sensitive to the fact that every situation and individual is unique; and
- Inspire and stimulate your thinking and discover the needs, potentials and counselling and therapeutic techniques which you will need to learn.

1.2 PART 1: HOW TO PROCEED

While you are reading the hypothetical case records, consider them with seriousness and treat all of them as real case records. Being a counsellor/family therapist, you have a responsibility towards your client. As you proceed to studying the other Courses, you will learn more and more about therapy but having had this experience of dealing with case records will give you an opportunity for self reflection and sharpening your skills. No model example has been provided here because counselling is a process. While you begin to relate to your client, you are not magicians who will provide quick and readymade solutions to each problem. Neither the counsellor nor the client knows that how things will unfold. But this does not mean that you lose focus on making an effort to resolve issues. Therapy is a process. Concentrate on the process and not the content. It is important to respect the client's reality but that does not mean you believe in it completely. There might be another set of reality about which the client might be unaware. It is important to note that whatever the client reports to you is his or her point of view or perspective. There can be a variety of ways of looking at a problem. As a counsellor or family therapist, if you are stuck in between and have no idea what to do next, just concentrate on what you feel. There is no hurry and no fixed recipe for solutions to the problems. Below are a few pointers of what is expected out of you while you deal with each case record. These are just broad guidelines. You may use your expertise and approach to deal with the case records differently:

- List all the characters in the case record including your client.
- List all the worries, problems, ailments, feelings or disorders which your client has reported.
- List all the worries, problems, ailments, feelings or disorders which you feel are likely to exist and the client is unaware of.
- Give reasons as to why do you think the client must be experiencing something in particular [which client(s) is unaware of].
- Find out your client's purpose in coming to you.
- Summarise and interpret what the client has reported to you.
- Transform the problem statements made by your client into goal statements.
- Set realistic goals mutually with your client and describe how you will do this.
- Explore the possibilities to reach the goal or goals and list them.
- Develop a plan to reach the goal together with the client and explain the same.
- Describe the process and summarise in about 150 words.
- Evaluate your own progress at the end of the process of counselling.

1.3 PART 2: ACTIVITY TO BE DONE:- ANALYSIS OF HYPOTHETICAL CASE RECORDS

Below are six hypothetical case records. Resolve them following the guidelines prescribed in the previous Section for the purpose:

1. Sachin (22 years) comes to you in great anguish. He says — “I feel that I am good for nothing and nobody values my existence. I was always a below average performer in school. I was never really interested in studying. At present I have finished my graduation with difficulty. I envy my sibling Paresh who is a high achiever. Since childhood I was always compared with Paresh for bringing good grades at school. My parents, relatives and friends repeatedly advised me to be like my elder brother. Whenever I think of doing something new, I am afraid that I will be put down by others and they will not like my ideas. I always think what others will think about me and my performance. I make attempts to conform to the expectations of my parents but I always fail. My brother is at a point where I can never reach. I want to be ahead of him and prove to all that I am better but nobody is helping me. My brother has a story of success to narrate every other day and I just keep listening to it. I hate him because his success makes my parents dislike me. I feel guilty that I hate my brother and then I hate myself. I am bringing shame to the family name by not being able to carry out the tasks which I should be doing at this point of time. I have no confidence in myself. I feel all that I will undertake will fail. My parents are right, I am good for nothing and I am timid”.

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2. Iqbal (32 years) and Reshma (30 years) are your clients. They have been married for ten years and are unable to conceive a child. They are extremely upset. Reshma reports: “I feel I am the cause of this situation though I know that this is not true. I love Iqbal and will be on his side throughout life, but who will take care of us when we are old or when either of us isn’t alive. I know that there is an option of adopting a child but I don’t want to do it. There is always a difference between your own child and somebody else’s. I am facing lot of stigma wherever I go. People do not say it on face but one can make out. Some of them hurt you by calling you a ‘barren woman’. I will remain incomplete all my life. I have not caused hurt to anyone but still God is punishing me”. Iqbal says: “I feel sorry for our situation. I am frustrated by the questions and teasing at work and with friends and relatives. Sometimes I want to disclose to all that conceiving a child is never going to be possible, but Reshma does not agree with me. She keeps hoping and gives hopes to others. Then it’s me who has to bear

the burden of answering the questions which people ask. I have also told her that we should adopt a child but it is impossible to persuade her. I am tired, I too want a child but I am helpless. I don't understand what do I deal with: my inability to give Reshma a child, my own frustration, my work pressure or the silly questions which people ask me?"

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3. Neeta is your client (29 years). She is a highly qualified employed woman in a leading multinational company. Her job demands a lot of her time and commitment. Neeta is married to Rakesh and lives in a joint family with in-laws. They have two children; two year old son and six year old daughter. Rakesh is a very successful business man and most of the time is traveling across the country. Neeta tells you: "I am under tremendous stress. My husband and in-laws are pressurizing me to leave my current job. We are very rich and money is not a problem at this point of time, so my husband feels that I am neglecting my children and not paying attention to them. My children are well behaved and I have trained them to live without me while I am working. They are very obedient and stay at home with my in-laws. I have also hired a maid who takes care of them and helps my mother in-law. We have a cook who cooks according to everybody's taste and liking. I do not know where the problem is. My in-laws and husband feel that there is no need for me to work. Having such a position at work is so important for me to feel worthy of myself.

They feel I should be cooking and taking care of children and cleaning the house. I have tried hard to convince them and talk it out with my husband. But my husband gets angry at me now. He says if you want to continue working, you can do so but you should also cook and take care of the children. How is this practically possible? He does not help me at all because he feels it's my job. I feel like running away and giving him a divorce but I do not know what I am waiting for. My mother in law is hale and hearty but she refuses to do any work even when I am unwell. My husband is so indifferent to my needs and beyond that feels that I am a bad mother, a bad wife and a bad homemaker. This is the last thing I want to hear".

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4. Taniza (22 years) is your client. She reports her problem as — “I have had an arranged marriage six months back. I feel trapped and caged in my husband’s home. We live in a joint family and my husband is the youngest son amongst three elder brothers and one elder sister. He is more like a child to the family and rarely takes up a responsibility. He does not have any power to take decisions; even with regard to those things that are related to his life. Because of this even I am treated like a child. We have to take permission even if we want to go out for a movie. My husband being the youngest does not have any power related to family finances. I was financially independent before marriage. I was a preschool teacher and enjoyed my independence. Now I am not allowed to do a job because it is considered against the family honour. It’s not about money or honour; it’s about freedom and independence. I have nothing to do except to sit at home. The city in which we live is very small compared to the metro city in which I grew up. I don’t like the way my husband is handling his life. I am feeling suffocated. He is taking everything very lightly. I am suffocated in this marriage. I feel there is no identity. I talked this out with my parents and they feel this is not a serious situation. I feel empty headed and depressed all day”.

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5. Joseh (83 years) is your client. This is what he tells you — “I am getting very old now and I am unable to handle the situation in which I am. My wife is bedridden and her medicines are very costly. We have two children. Our daughter is married and settled in USA. My son and his wife are in UK since past 4 years. When my son wanted to go to UK, he wanted some huge amount of money. I gave him quite a bit from my balance. While he was leaving, he and his wife told us that they will be back in two years after earning some good amount of money. They have not come back since four years. A few weeks back my son called me and said that he has applied for citizenship and he would like to settle in UK. His wife and children also feel the same strongly. He told me that they will visit us after a few years. They regularly make phone calls and also send some money which gets used up in my wife’s medication. I cook food for me and my wife and also clean the house, clothes and vessels. We cannot afford the luxury of having maids. I feel very lonely and depressed. Sometimes I feel so lethargic that I just do not want to get up from where I am sitting. Who will take care of my wife if I die? Who will inform my son if we are no more? Will he come to see us ever? I keep telling my wife that he is unable to come because he is busy but who will console me? I don’t want to do all this at this age. I am tired and feel very scared of the future. Our family was bustling with joy when we were young and kids were small. Today it is just me and my wife and most of the time it’s only me and myself. What do I do to feel a little better? I am tired of watching television and reading the newspaper. I cannot go to the park

for a long time as my wife is alone at home. I cannot read much because my eyesight is getting weak. I am not living; I am just existing. Sometimes I think both me and my wife should die”.

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6. Reena (55 years) is your client, and tells you — “I am a very strong woman. These days I feel a sense of emptiness; that is why I have come to seek help from you. I can solve all my problems but this one is just not in my hand. I think I am getting old. For all my life I have been taking care of people and solving their problems. Nobody listened to me or my problems but that’s ok. After all I am the care giver. Soon after I got married to Amit I had to leave my job. I was working as a teacher in school and got the best teacher award every year. But Amit’s family did not approve of an employed wife so it required leaving the job. I did all the housework without a maid and never complained. Soon I gave birth to twins. My husband’s job was transferable. He started going to places frequently. I could not move with him because our children were young and my in-laws were old. I really missed him but had no daring to say. My children started going to school and I got busier with household work and looking after my in-laws. My husband visited us only once in a month; sometimes not even that. Once I was very ill and was admitted in the hospital but he did not even come to see me. Years passed. My in-laws passed away and my children are adults now. The last ten years were the best time of my life. I got up in the morning without an alarm clock. Drank a big mug of tea and had the newspaper to myself. I had hired three maids to do household chores. I visited friends and relatives and saw television for long hours. I had all the time for myself. Sometimes I would just not cook for weeks. But now my husband is back with us forever. He expects so much out of me. My entire schedule has changed. I have to be on my toes to keep up to his expectations and manage his time well. I have to cook everyday. Sometimes when I request him to take us out for dinner, he refuses by saying that he has been eating out all his life so now he wants home made food. My children are indifferent. They go out with friends, watch movies and amuse themselves, but I am stuck in this house with this man. There is no time which I can call my own. I want to live for myself. I am suffocated. I want to stay alone. How do I express this to my husband and children? They will not agree because if they do they will lose out on a full time, free of cost maid. I also have needs which they have all failed to understand”.

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1.4 PART 3: SAMPLE ILLUSTRATION

One case record has been resolved for your reference. Read the broad guidelines given in Part 1 once again, before you proceed to reading the resolved example. *Gurmeet is your client (34 years). He tells you: "I am married to Pooja since past seven years. But I do not really know if she is married to me. I feel she is married to my money. I was studying in America, when I fell in love with her in the University. She was really very attractive and she still is. I am so much dependent on her emotionally. Before marriage whenever we went out together, I used to pay the bills — be it the movie or restaurant or sometimes even the rent of her apartment. She never offered to pay any of the bills. At that time I was like a fool to not make it clear. Sometimes I would lie to my parents and give them various excuses so that they send me money from India. I would tell my parents that I am taking extra courses and I need to pay up the fees, I need money for medicines, someone stole my cell phone and I need to buy a new one etc. My parents love me so much that they would immediately send me the money without questioning. I would spend all the money on Pooja and not even feel guilty about wasting my father's hard earned money. Today, I am feeling so bad about it. We got married after graduation and came back to India. She could not get along well with my parents after marriage so we shifted to a rented house. She refused to seek employment and support me financially. At that time, I was not earning very well. She forced me to buy a car. She would come to drop me to work and come to pick me up again. All our bank accounts were joint accounts. She always kept on asking for money for buying clothes and other accessories. I never refused. In fact I still do not refuse. The moment my salary is deposited in my bank account she withdraws all the money. If I ask her where did she spend, she fights with me and does not talk to me for days together. Then when I apologise she is all right. Today, I earn a very good salary. But I do not have any savings. I feel financially insecure. I love Pooja a lot, but I feel she does not love me because she is not ready to discuss the financial issue. At this stage of my life I cannot afford to loose her. I have tried to talk with her almost a hundred times, but the result is always the same. I want to save money and also our relationship".*

Interpretation

- 1. All the characters in the case record; including your client. Analysis of your client's family in terms of socio economic status, family size, role of family members, etc.**
 - Gurmeet (client)
 - Pooja (client's wife)
 - Gurmeet's Parents
- 2. All the worries or problems or ailments or feelings or disorders which your client has reported**
 - Confusion about the wife's intentions and feelings towards him.
 - Emotional dependence on the wife
 - Feeling of foolishness.
 - Guilt feelings of having lied to parents.
 - Feeling bad about wasting father's money.
 - Financial insecurity.

- *Helplessness towards the need to save the relationship and money — both.*
- 3. All the worries/problems/ailments/feelings/disorders which you feel would be existing and the client is unaware of**
- *Feelings of anger towards Pooja.*
 - *Repenting to have fallen in love and still feeling dependent.*
 - *Hatred towards self to have failed in judging an individual and cheating one's parents.*
 - *Fear of expressing his true feelings to his wife.*
 - *Feeling trapped in a relationship.*
 - *Powerlessness.*
- 4. Reasons as to why you think the client must be experiencing something in particular (which he/she/they is/are unaware of)**
- i) *The client must be feeling angry towards his wife because at many instances he indirectly mentions behaviours of his wife which are not acceptable to him, for example not paying bills before marriage, not getting along with his parents, not giving an explanation for using up all the money.*
 - ii) *He is repenting because he mentions himself being a fool to have not understood things before. He also is unsure whether his wife really loves him and his talks give a feeling that he does not like the emotional dependence. He is not getting what he actually wants out of a relationship.*
 - iii) *He mentions a number of powerless situations in which his wife although not earning has more power, emotional as well as financial. Whereas he is the breadwinner but does not have access and control over his resources, neither is he feeling emotionally independent.*
 - iv) *His behaviour reflects that he is constantly apologising even if he considers himself a victim. He is fearful of the marriage falling apart and decides the end result of the imaginative communication which I think rarely takes place between the two.*
 - v) *Gurmeet also feels a lot for his parents which he has expressed many times but he has displaced the blame on Pooja.*
- 5. Purpose of Seeking Counselling/Family Therapy Intervention**
- *My client's purpose of coming to me is the intention to make the marriage work. This is a positive sign. He has never said that he wants a divorce or dislikes his wife. He still loves her a lot. At the same time he is feeling helpless and confused about various situations in his life. He is here to get ready made solutions. He seems to be in a hurry. He needs to be calmed down and take stock of the overall situation.*
- 6. Analysis**
- *Gurmeet loves Pooja, his parents and very importantly his self. He needs reassurance about intimate and significant relationships. He wants to be the best son and a responsible husband and at the same time does not want to lose his self respect.*

7. Transforming the problem statements made by client into goal statements

Problem Statements	Goal Statements
<p><i>I am so much dependent on her emotionally.</i></p> <p><i>Today I am feeling so bad about it.</i></p> <p><i>I feel financially insecure.</i></p> <p><i>At this stage of my life I cannot afford to lose her.</i></p> <p><i>The result is always the same.</i></p>	<p><i>I will be emotionally stronger and independent.</i></p> <p><i>I will do something about feeling bad and not just be a victim of what I feel.</i></p> <p><i>I will carve a path to financial stability. It is in my hands.</i></p> <p><i>I can afford anything in life at any stage.</i></p> <p><i>If I make different efforts the result will surely be different.</i></p>

8. Goals of Counselling

Gurmeet has to realise by himself what he actually feels for Pooja. He has to look at the goal statements closely and make sincere efforts to internalise the real problem. Until he comes to terms with his own self and the immediate feelings this will not happen. He has to be reminded constantly during the process of counselling that he has to be responsible for his situation in which he is and at the same time hold responsibility to come out of this. It is important to calm down and analyse the feelings. Talking will help him come up with realistic goals. Changes cannot happen overnight and it requires much effort from the client.

9. Possibilities of reaching the goal

Gurmeet seems very positive about wanting to make the relationship work. So the process should be smooth and positive. However it is important to involve Pooja also in the process. Gurmeet has to work on getting Pooja to the family therapist.

10. Plan to reach the goal

- *Taking stock of one's true feelings.*
- *Finding out what bothers him the most — Pooja's indifferent attitude or financial instability.*
- *Finding effective communication strategies and implementing them.*
- *Apologising to parents about the past and confess about the guilt feeling.*
- *Making it possible for Pooja to also visit the family therapist.*
- *Working on one's hidden worries and fears and trying to bring swift solutions which is beneficial to both.*

11. Summary

- *When Gurmeet pondered over what he actually felt, he discovered in the process that he lived much in the past and future than living in the present. He was upset over many past incidences which were unresolved because he had not communicated to the concerned person. He made efforts to work on his apprehensions and conveyed to Pooja and his parents individually about how he felt. In the process he also became stronger as Pooja reassured him of her love. Gurmeet made it clear to his wife that financial independence meant a lot to him and he did not appreciate her spendthrift behaviours. He could also convey to her that she should be financially independent. He apologised to his parents. After a little rough patch things started coming on track. In the process Gurmeet emerged as a stronger and happier individual. He is still working on implementing the effective communicating strategies.*

12. Evaluation

- *Initially I thought Gurmeet was impatient but in the process I realised even I was impatient and patience is the most important quality I need to cultivate.*
- *I felt a little hatred towards client's wife initially and later also during some instances towards the client. Being a therapist I cannot afford to be judgmental.*
- *Sometimes I felt disbelief towards the client. It is important to be alert and critical in analysing but trust in your client is very important. It is reciprocal in nature.*

Note: This is just an example. You may follow the broad guidelines and vary in resolving the situation.

1.5 CONCLUSION

Even after you have dealt with a variety of cases as far as counselling and family therapy is concerned, there would be a day when you are faced with a situation which you have never heard of or imagined. You might feel anxious or confident but most importantly you have to take it as a learning experience. Every case is of course a new challenge but also an excellent opportunity for self improvement as a family therapist. At the end of this exercise, you have to make a list of points which you feel you need to sharpen and improve upon. You have to be honest to yourself as it is only for your self-reflection and improvement. Keep those points handy and try to accomplish them while you proceed in studying the course further. Do this exercise at every level in order to sharpen your abilities and skills.

Remember that empathy with your client and setting realistic goals is extremely important in the process of counselling.

Lastly consider this folk story: *Once upon a time there was a child who ate lot of jaggery. He cried all day and harassed his mother to eat jaggery. He loved the sweet taste of sugarcane. There came a time when he ate*

almost 500 grams of jaggery per day. His mother got really worried that he will fall sick and tried to convince him harshly but he would not listen and cried all day. She was strict with him but he was adamant. She felt helpless. She had heard about a saint who was visiting their village and was known to solve everyday problems of people. She visits the saint in frustration. She tells him, "My son just does not listen to me. He eats jaggery all day. I think he will fall sick. I have failed in all attempts to persuade him, please help". The saint looks at her puzzled and anxious. He tells the woman, "Please come after one month and I will try to solve your problem". The woman was disappointed but she had no choice. She waited for one month and then took her son to the saint. The saint embraced the child and told him in a polite tone, "Too much of jaggery is not good for your health. You should eat it in limit to continue enjoying the taste forever. If you eat so much of it you will be sick of it and fall ill". The child tells him "I will try to change". The woman was confused at this. She was a little annoyed as she told the saint. "You waited for a month to speak these two lines to my son? You could have said this before one month also. Why did it take you so long?" The saint smiles and says, "My dear lady, when you came to me before a month I was myself eating too much of jaggery. I could not stop myself because I also love the taste of sugarcane. How could I have advised your son to do which I am unable to do myself? It is so much unrealistic! I asked for a month to change myself first and understand how difficult it is before advising the same thing to your son".

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PART-II:
FAMILY INTERVIEWS
THE TOOL & PRACTICALS 1-5

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PART - II

In this part of the Supervised Practicum, you have to conduct family interviews of diverse individuals. The interviews should be extensive and indepth in nature, and you may need to visit the individual/family more than once to obtain the requisite information in a comprehensive manner. You can conduct these interviews using digital technology also. In such a case, record of interview using technologies needs to be discussed with the Academic Counsellor as well as enclosed for external evaluation. Various areas to be covered in this interview have been mentioned in the given tool considering the fact that by now you should be aware and have some idea about dealing with a family and independent individual. These skills would be developed further in the second year of the M.Sc.(CFT) programme. The skills used now would help you later to carryout family interviews with your client. Operational definition here of family interview is interview of the whole family together or could be some members of the family or couple together or and in some cases an individual wherein interview session primarily focusses on the family of that individual. The primary feature is that even when interviewing an individual, the focus is on the family. In case of family interview, it is not just one individual or the index family member who participates in the interview session; rather the entire family, or at least the other key family members are interviewed-often together.

TOOL: *FAMILY INTERVIEW SCHEDULE TO BE USED IN PRACTICALS 1-5*

In these practicals you would be conducting family interviews and analysing the same on the basis of information gathered and learnt in different courses. Use of your insight and creativity would help you in this task. In Practical 1-5, you have to interview the person (or couple or family) as described in the aim of the practical. For this purpose, you would need to prepare a family interview schedule on the basis of the major areas to be covered; which have been listed below. We are providing you the semi-structured format of the interview schedule to be used with the respondents. You would need to adapt the interview schedule as per the characteristics of the individual and family to be interviewed.

- i. Personal History — which includes age, education, occupation of self, income, socio-economic status, etc.
- ii. Information regarding illness or problems suffered by the client.
- iii. Family History — which includes information about family, parents, siblings, etc.
- iv. Understanding power in the family.
- v. Understanding family functioning.
- vi. Problem solving in the family.
- vii. Communication in the family.
- viii. Roles of the various individuals in the family.
- ix. Affective responsiveness in the family.
- x. Affective involvement of family members.

- xi. Behaviour patterns and control in the family.
- xii. Interactional pattern in the family.
- xiii. Family strengths.
- xiv. Family weaknesses.
- xv. Differentiation of individualism and familism of the individuals in the family.
- xvi. Issues related to sex.
- xvii. Issues related to money and property.
- xviii. Expectations from self, spouse, parents, children, in-laws, work place, etc.
- xix. Meeting the needs of children.
- xx. Childhood memories.
- xxi. Spiritual issues.
- xxii. Religious issues.
- xxiii. Loneliness.
- xxiv. Self-actualisation.



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PRACTICALS TO BE DONE

PRACTICALS 1 - 5

In this Part, details regarding the following practicals are given:

- Practical 1 Family Interview of an Unmarried Adult
- Practical 2 Family Interview of an Elderly Individual
- Practical 3 Family Interview of a Childless Couple (Who have been married for more than four years)
- Practical 4 Family Interview of a Couple with a Child upto 6 Years of Age
- Practical 5 Family Interview of an Adolescent's Parents
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SAMPLE **FOR PRACTICALS 1-5**

The individuals/families identified for the Practical would be as per the title of the Practical; as per the life cycle stage/ family life cycle stages you have read in the *Course—MCFT-001*.

RESPONDENTS

- For Practical 1** Any adult unmarried person, male or female, at any stage of adulthood, like early adulthood, middle adulthood or late adulthood may be interviewed. Here, *you may interview an individual*.
- For Practical 2** The respondent may be any elderly individual—retired, widowed, living in the family or an old age home, etc. Here, *you may interview the individual itself*.
- For Practical 3** In this case, the childless couple should have been married for more than four years. In this case, *you may interview an individual*, that is, either the husband or the wife.
- For Practical 4** You have to interview a couple with a child upto 6 years of age. In this case *the couple, that is, both husband and wife, need to be interviewed*.
- For Practical 5** Parents of an adolescent boy or girl are to be interviewed along with the adolescent and other family members (if any). Here, *interview the whole family*.

TOOL
TO BE USED IN PRACTICALS 1-5

For each practical prepare an interview schedule as per your target respondent(s). It would be a good idea to discuss it with your Supervisor/Counsellor before you conduct the interview.

Note : Semi-structured Family Interview Schedule has been given. Use the areas/topics relevant for the individual/family whom you have identified for the specific Practical.

Now we would explain how you may write the report of the above mentioned practicals. The report of each practical must include the aim, objectives, method, tool, findings, analysis and discussion, conclusion, and reflections.

FORMAT
TO BE USED FOR DOING ALL FIVE PRACTICALS (1-5)
AND WRITING DOWN THE REPORT OF THREE PRACTICALS

TITLE : Practical Activity ... (e.g. '4') — Family Interview of a couple with a child upto 6 years of age.

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

AIM:

Family Interview of (e.g., 'of a couple with a child upto 6 years of age')

(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 family interviewing;
- Know the method of taking family interview..... (e.g., 'of a couple with a child upto 6 years of age'); and
- Apply skills of family interview in clinical practice.

(Under 'Objectives', the individual mentioned would change as per the practical number)

METHOD:

Materials Required:

Interview schedule for family interview, pen, paper, tape recorder.

FINDINGS:

(This would include data obtained from family interviewing.)

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In this section, you must enclose the written record of the interview as it look place. You must also enclose in the File the audio tape if used, or the written sheets (on which you noted the answers of the respondent during the interivew). In this Section, you need to state the information obtained through interview with the subject and the other informant(s) as well as that obtained through your own observations. You may use the format of the tool for the purpose.

ANALYSIS AND DISCUSSION:

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In this section you have to write down your inference and analysis of the information that you obtained in the course of the family interview.

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.

Note : The above format for writing the report, needs to be followed for the three Practicals to be submitted.



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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. Family interview of an unmarried adult <i>OR</i> 2. Family interview of an elderly individual	Written Report of one of the two practicals	50	
2*	3. Family interview of a childless couple <i>OR</i> 4. Family interview of a couple with a child upto 6 years of age	Written Report of one of the two practicals	50	
3*	5. Family interview of an adolescent's parents	Written Report of the practical	50	
4**	1-5 All five practicals	Interaction with respect to all five practicals	50	
	Grand Total		200	<i>x</i>

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 5 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:**

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

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).

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

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. Family interview of an unmarried adult <i>OR</i> 2. Family interview of an elderly individual	Written Report of one of the two practicals	50	
2*	3. Family interview of a childless couple <i>OR</i> 4. Family interview of a couple with a child upto 6 years of age	Written Report of one of the two practicals	50	
3*	5. Family interview of an adolescent's parents	Written Report of the practical	50	
4**	1-5 All five 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 5 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 :

**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-004)

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

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-004**

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 5 practicals of the Supervised Practicum for the course “Counselling and Family Therapy: Applied Aspects – 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-004 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: Applied Aspects -- Supervised Practicum" (MCFTL-004)
under the guidance of my Academic Counsellor/Supervisor (name
of the Academic Counsellor/Supervisor). For the completion of my coursework, I
need you to grant me permission to interview /observe you and/or your child for 2-
2 ½ 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

