

## **Value Added Programme**

### **TRANSACTIONAL ANALYSIS AND COUNSELLING (TAC)**

**Code: MSWTAC**

**Credits: 2 (30 Hours)**

#### **Course Outcomes**

- Gain a comprehensive knowledge in Transactional Analysis and counselling as an essential intervention strategy for social work practice
- Acquire skills in Transactional Analysis and practice of counseling
- Get an understanding about practice of Transactional Analysis and counseling in different settings.

#### **Transactional Analysis (TA) - Teaching Hours: 10**

Philosophy of TA, contractual methods and open communication, areas of applications  
**Strutural analysis of Ego States**: Ego states - parent, child and adult ego state, Functional model of ego states - Critical Parent (CP), Nurturing Parent (NP), Adult (A), Adapted Child (AC), and Free Child (FC). Ego State diagnosis – behavioural, social, historical and phenomenological. Contamination, exclusion, ego gram

Types of transactions, rules of communication. Strokes – positive, negative, conditional; Stroke economy. Life position, Script –winner and loser scripts, script matrix.

Discounting –areas, types and levels of discounting; Rackets and racket feelings, psychological games, time structuring. Autonomy – goal of TA

#### **COUNSELLING: THEORY AND PRACTICE**

##### **Unit I- Teaching Hours: 5**

Concept of counseling - definition, elements, characteristics and goals; evolution of counseling- foundations of counseling- philosophical foundations- dignity of the human person- sociological foundation- influence of social system - psychological foundations

The counselor - personal growth and effectiveness - concerns of self, attitude, values, beliefs, relationships, self- esteem and openness to other - accepting personal responsibility realistic levels of aspiration, self-actualization the portrait of the helper- the portrait of a trainee.

##### **Unit II - Teaching Hours: 10**

Different approaches to counseling client centered - behavioural - cognitive solution oriented.

The Egan model of counselling- the skilled approach.

### **Stage I: Problem Exploration and Clarification**

Part I: Attending and listening

Attending, orientation oneself to be present

Part II: Micro skills - active listening -verbal and non-verbal messages and behavior

Part III: Helpers response and clients self exploration

Part IV: Helper's skills: accurate empathy (primary level), respect, genuineness, and concreteness. Client's skill - self-exploration

### **Stage II: Integrative understanding dynamic self understanding**

Part I: Focusing, summarizing, and probing for missing experiences

Part II: Helper's skill- All the skills of stage I, self-disclosure, immediacy, confrontation clients skills-non-defensive listening and dynamic self-understanding

### **Stage III: Facilitating action; developing a new perspective, preferred scenario.**

Part I: Helping the client see alternatives- helping the client choose and formulate, Action plans - helping the client implement and evaluate.

Part II: Helper's skills

All the skills of action programmers (problem solving, decision making, behavior modification, home work, training in interpersonal skills) support from the helper clients skills - cooperation, risk taking, acting.

### **Unit III- Teaching Hours: 5**

Counseling services in Kerala, Counseling in Family Situation: Pre-marital & marital, Schools: sex education, learning disability, peer group interaction, career Guidance, Life Situation: stress management, crisis management- accident, death, disaster, loss of employment, suicide, HIV-AIDS Counseling, Geriatric counseling.

### **BIBLIOGRAPHY:**

Dr. Paul Hauck

Eugene Kennedy 1977

Eugene Kennedy 1981

Fuster J M

Gerard Egan 1982

Joe Currie 1985

Prahanthem B J

Sophia Wilson

Depression

On Becoming A Counselor

Crisis Counseling

Helping In Personal Growth

The Skilled Helper

In The Path of the Barefoot Counselor

Therapeutic Counseling

Student Counseling Center 1982

Towards Effective Student Counseling