



REVA
UNIVERSITY

Bengaluru, India



MANODHAARA

REVA Counselling SOP

www.reva.edu.in

Rukmini Knowledge Park, Kattigenahalli
Yelahanka, Bengaluru - 560 064
Karnataka, India.

VISION

Our vision is to empower all students to reach their maximum potential that addresses academic, personal/social, and career goals. We will promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence.

MISSION

The mission is to provide comprehensive developmental counselling that ensures the students excel in the areas of academic, career and personal & social development. This is accomplished through a partnership with parents/guardians and faculty members to enable all students to become successful, productive and lifelong learners in a diverse and changing world.

POLICIES & PROCEDURES

Counselling Services

One-on-one counselling and group counselling will be provided to the students. The students will be provided with therapy after a brief intake session during which the difficulties and circumstances they are presenting are clarified. They are advised or referred to seek assistance off campus if their problems call for the intervention of clinical counselling, medical intervention, or other types of treatment.

Eligibility for Personal Counselling Services

All students who are currently registered and enrolled in courses are eligible for counselling services. There are, however, some limitations as to the type and timing of services that we can provide and to the situations under which the counselling services are provided. These are listed below:

- We work on a relatively short-term model and may need to refer students to another service that provides long-term treatment
- We reserve the right to deny further services to any individual who abuses or misuses services in any manner (e.g. non-compliance with therapies, frequently missed appointments, etc.).

The viewpoint of short-term counselling

Counselling is, typically, a “conversation”, in which the student and counsellor work together to achieve the student’s goals of change or improvement. The student’s task is to talk about whatever difficulties are of most concern; the more open and honest one can be, the faster the work may progress. The counsellor’s task is to listen carefully, look for patterns in one’s thinking, feelings and behaviours, point out alternative interpretations of events, ask questions to stimulate thinking and facilitate the formulating of strategies for solving problems. It is usually in practice that the counsellor will not offer personal opinions, give direct advice, or tell the student what to do in a certain situation. Counselling helps the students to come to their own well-considered decisions about courses of action.

The personal counselling offered here is intended to be change-oriented and relatively brief. The students will be encouraged to collaborate actively with the counsellor in a process that emphasises their competence, strengths, and possibilities, rather than their limitations. The counsellor will help students to develop clear and specific goals so that they can measure their progress and know when counselling is complete. The frequency of sessions may range from weekly to monthly, or longer.

While counselling is meant to be a helpful experience, the counselees/students will have to take the onus to work on the therapies. It is not uncommon for students to experience an increase in symptoms or emotional discomfort before any potential improvement. In the process of examining one area of concern, other issues may be identified which appear to add to their difficulties. Interpersonal relationships may be adversely affected in the student's counselling, as they begin to understand a situation from a new perspective. Nevertheless, the potential benefits of counselling include changes in problematic behaviour, the removal or reduction of symptoms, improvements in self-esteem and overall mood, problem resolution, improvements in one's ability to perform academically, or positive changes in personal relationships.

Privacy of Information

Some of the personal and sensitive information of the students will be held in utmost confidence. Personal information is maintained and disposed of securely, in compliance with relevant privacy regulations.

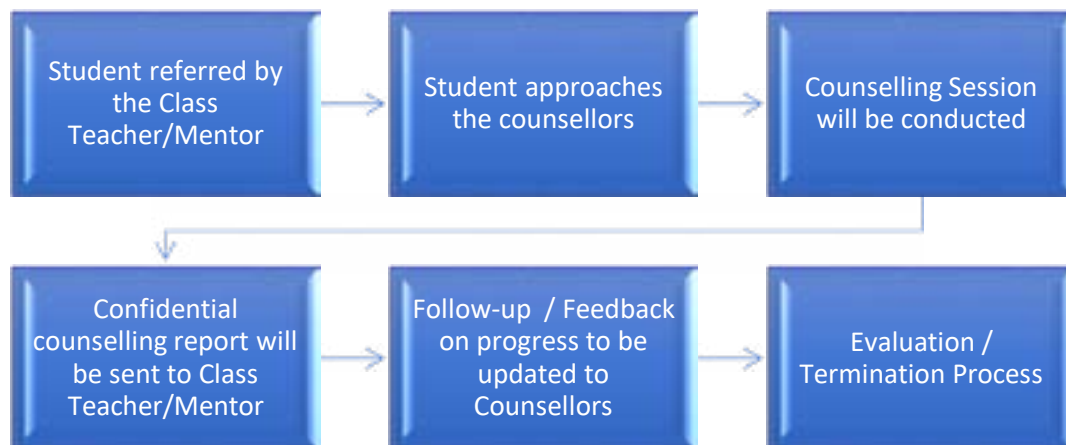
Flow of Information

Students' counselled records are maintained in locked file cabinets. Occasionally, consultation may be necessary between the Counsellors and Directors of respective schools and concerned faculty members within RU. This sharing of relevant information may result sometimes in having access to the information in the student's records. All officials & personnel who have access to such records are required to maintain strict levels of confidentiality.

Appointments

While the counsellors will do all possible to meet the needs of our students, as the academic year progresses, there will be increasing demand for the services. The students must adhere to the appointments as scheduled. In the event they are unable to attend, it is advisable to notify the counsellors well in advance.

Process-flow & Documentation



Student referred by the class teacher/ mentor:

As and when the class teacher/mentor observes any behavioural issues, challenges with academic performances or other issues; the concerned student will be referred for counselling. The details of the same are to be logged in with the following particulars:

1. Name of the Student
2. Student ID
3. Course details
4. Issues observed
5. Reason for referring the student for counselling

Student approaches the counsellors:

The student meets the counsellors immediately.

Counselling Session:

The counsellors will have sessions with the student. Depending on the intensity and requirement, the session will be either "Directive Counselling" or "Non-Directive Counselling", and in some cases, it could be "Eclectic Counselling".

Confidential Counselling Report:

The CCR report will be sent with a relevant summary of the session, i.e. subjective (summary statement of the student), objective data (that matches the subjective statement), assessment of the situation and the session, intervention & plan given to the student. This CCR will be subject to non-disclosure of personal/sensitive information that the student would have shared with the counsellor in confidence.

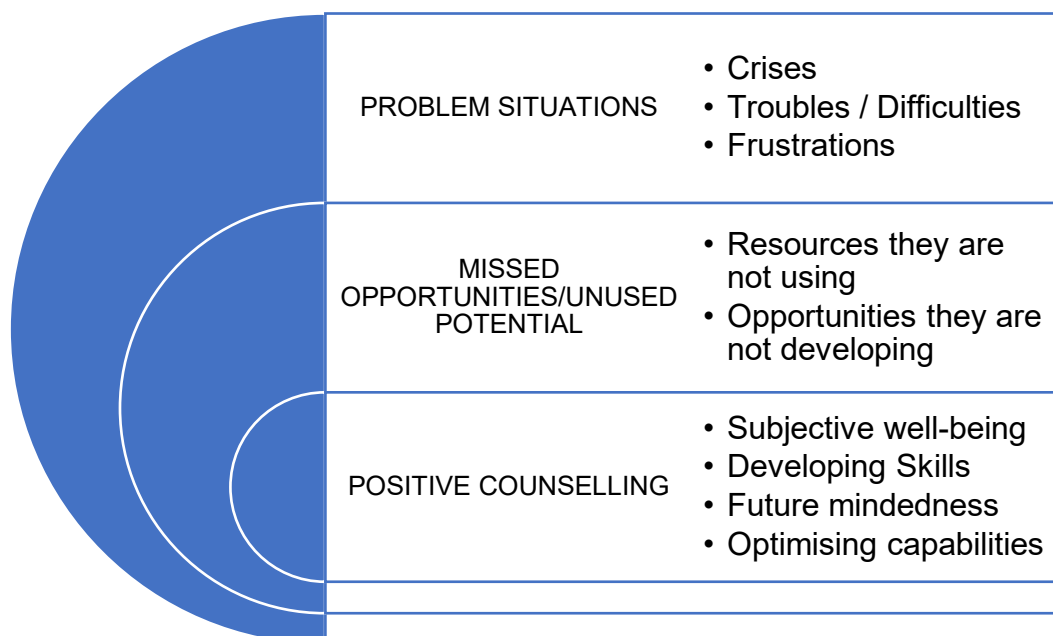
Follow-up / Feedback on Progress:

The concerned Class Teacher/Mentor should provide regular feedback on the student's progress, which will help the Counsellor to call for follow-up sessions until the goal is achieved. This is imperative for evaluation or termination, which means empowering the student to handle the situation independently.

Some of the common concerns of students are-

- Academic pressures (Lack of concentration and motivation for studies, underachievement, backlogs, exam stress etc)
- Loneliness and homesickness
- Adjustment difficulties
- Peer pressure
- Relationship issues
- Family Problems
- Procrastination
- Cyberbullying
- Behavioural problems (anger outbursts, disobedience, lying etc)
- Low confidence and self-esteem
- Suicidal thoughts
- Depression, anxiety and other mental health problems
- Substance abuse

The purpose of counselling can be broadly grouped under the following categories:





COUNSELLING REFERRAL FORM

Date: _____

Student's Name: _____

Programme: _____ Branch _____

PRIORITY:

- ☐ LOW (Schedule when available)
☐ HIGH (Schedule as soon as possible)
☐ EMERGENCY (see now / immediately)

Parent/Guardian Name: _____ Mobile No. _____

Reason(s) for Referral- Problems/Concerns related to:

Clarify Referral Problem / History:

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ACTIONS taken by the person referring this student, if applicable: (Please attach copies of any interventions attempted)

Have you contacted parent/guardian about your concern? Yes / No Date: _____



Explain below the outcome of parent contact:

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Any other relevant information:

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Signature of Person Making Referral
(Director / Class Teacher / Mentor)

Date of Referral _____

CONFIDENTIAL COUNSELING REFERRAL

Date :

Student's Name :

Student's Signature :

Program :

Branch :

Status : ☐ Critical ☐ Urgent ☐ As soon as possible

Is the student aware of this referral ? ☐ Yes ☐ No

Referral By :

- | | |
|--|--------------|
| <input type="checkbox"/> Self | Name : |
| <input type="checkbox"/> Peer | Name : |
| <input type="checkbox"/> Teacher | Name : |
| <input type="checkbox"/> Administrator | Name : |
| <input type="checkbox"/> Parent | Name : |
| <input type="checkbox"/> Other | Name : |

AREA OF CONCERN

Academic

- | | | |
|---|---|--|
| <input type="checkbox"/> Course Achievement | <input type="checkbox"/> Class Interaction | <input type="checkbox"/> Attendance |
| <input type="checkbox"/> Study Skills | <input type="checkbox"/> Subject Area Concern | <input type="checkbox"/> Mentor Relationship |
| <input type="checkbox"/> Classroom Behavior | <input type="checkbox"/> Social Skills | <input type="checkbox"/> Discipline |

Personal

- | | | |
|--|---|--|
| <input type="checkbox"/> Stress | <input type="checkbox"/> Friendship | <input type="checkbox"/> Family |
| <input type="checkbox"/> Finance | <input type="checkbox"/> Health | <input type="checkbox"/> Conflicts |
| <input type="checkbox"/> Self-esteem | <input type="checkbox"/> Home Relations | <input type="checkbox"/> Peer Pressure |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Body Image | <input type="checkbox"/> Sexuality |

Abuse

- | | | |
|---|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Harassment | <input type="checkbox"/> Bullying | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Emotional | <input type="checkbox"/> Sexual | <input type="checkbox"/> Verbal |
| <input type="checkbox"/> Drug / Alcohol / substance | <input type="checkbox"/> Self | |

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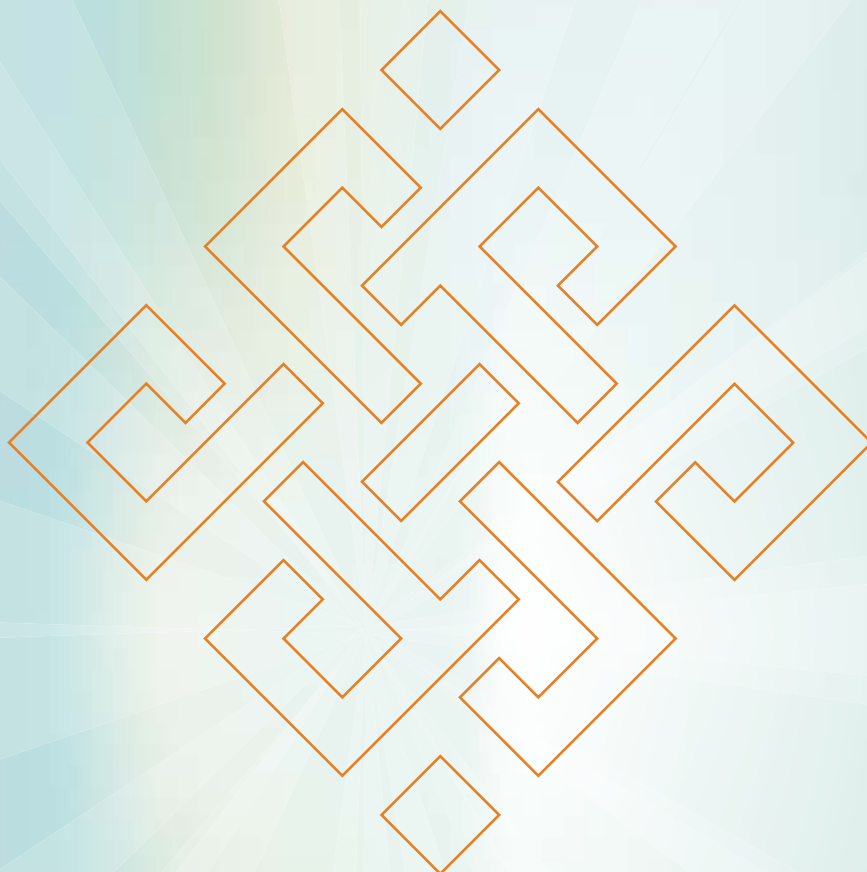
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Next Visit :

Signature of the Counselor

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Sl. No.	DATE		Program	Gender		Nature of Problem		
	From	To		Male	Female	Academic / Related	Anxiety / Stress	Relationship Difficulties
	dd-mm-yy	dd-mm-yy						



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Karnataka, India.

Ph: +91- 90211 90211, +91 80 4696 6966
E-mail: admissions@reva.edu.in

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