READ THIS FIRST

This file is a **sample synopsis for study reference** for the IGNOU MAPC project, course MPCE-026 (Project in Counselling Psychology). It shows how the parts listed in section 5.1 of the MAPC Handbook on Project (Discipline of Psychology, SOSS, IGNOU; revised November 2018) can be laid out for one topic. It is **not for submission**: IGNOU asks for your own original synopsis, and the Handbook's own sample synopsis carries the same warning that it is not to be copied.

Words in [square brackets] are left for you: your city, your sample, the studies you have actually read, your guide's details. Fill them only with facts from your own work. The references in this file are real published works; read each one yourself before you cite it.

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Format note from the Handbook: the synopsis is typed on A4 paper in Times New Roman, font size 12, with 1.5 line spacing, and can run to 15 to 20 pages. This sample uses the same font and spacing; your own synopsis will be longer once your review of literature is complete.

Packet order the Handbook asks for (section 5.2): Appendix I proforma, Appendix II evaluation format, Appendix III evaluation guidelines, Appendix IV consent letter of the guide, Appendix V bio-data (only for a guide outside the academic counsellor and approved-list routes), a copy of the grade card showing MPC-005 and MPC-006 passed, and then the synopsis.

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SYNOPSIS

Self-Stigma of Seeking Help and Attitudes toward Seeking Professional Psychological Help among Final-Year Undergraduate Students in [City]

Master of Arts (Psychology): MAPC

Project in Counselling Psychology: MPCE-026

Name of the learner: [your name]

Enrolment number: [your enrolment number]

Study Centre: [code and name]

Regional Centre: [name]

Year: [year of submission]

Name of the guide: [name, designation]

(Section 5.1 of the Handbook lists these items for the first page of the synopsis.)

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1. Introduction

Many young adults who experience distress do not approach a counsellor or psychologist. One reason that recurs in research is stigma. Corrigan (2004) argued that stigma interferes with mental health care in two ways: through public stigma, the negative views a society holds about people who seek help, and through self-stigma, which arises when a person turns those views against himself or herself. Vogel, Wade and Haake (2006) defined the self-stigma of seeking help as a reduction in a person's self-esteem or self-worth caused by the idea of seeking psychological help, and built the Self-Stigma of Seeking Help (SSOSH) scale to measure it.

Attitudes toward seeking professional psychological help refer to a person's overall evaluation of approaching a mental health professional, from favourable to unfavourable. Fischer and Farina (1995) shortened the original attitudes scale of Fischer and Turner (1970) into a 10-item form that is now widely used with college students.

The present study takes up these two variables, self-stigma of seeking help and attitudes toward seeking professional psychological help, among final-year undergraduate students in [City]. Final-year students face examinations, decisions about further study and employment, and often a move away from home, so the question of whether they would approach a counsellor when needed has practical value for college counselling cells. [Add two or three sentences on the counselling services available to students in your city, from sources you have checked.]

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2. Review of Literature

Vogel, Wade and Haake (2006) reported five studies on the development of the SSOSH. Across their samples the scale showed reliability of .86 to .90 and a test-retest reliability of .72, and SSOSH scores uniquely predicted attitudes toward, and intentions to seek, psychological help. This finding is the starting point of the present study, which asks whether the same relationship holds among Indian undergraduates.

Vogel, Wade and Hackler (2007) then examined how perceived public stigma reaches a person's willingness to seek counselling. They tested self-stigma and attitudes toward counselling as mediators of the link between perceived public stigma and willingness to seek counselling, which places self-stigma and attitudes next to each other on the path to help-seeking.

Studies outside the United States have tested whether the self-stigma construct travels across cultures. Vogel and colleagues (2013) examined the SSOSH in samples from six countries and reported on its validity and reliability in each. Tucker and colleagues (2013) showed that

the self-stigma of mental illness and the self-stigma of seeking help can be separated, which supports measuring the help-seeking form directly rather than inferring it from general stigma.

For the second variable, Elhai, Schweinle and Anderson (2008) studied the Attitudes Toward Seeking Professional Psychological Help Scale, Short Form (ATSPPH-SF) with 296 college students and 389 primary care patients. The scale showed adequate internal consistency, and higher scores, meaning more positive attitudes, went with less treatment-related stigma and greater intentions to seek treatment. A systematic review of 22 studies by Gulliver, Griffiths and Christensen (2010) found that young people themselves named stigma and embarrassment, difficulty recognising symptoms, and a preference for self-reliance as the most important barriers to seeking help.

[Add the Indian studies you have read yourself: author, year, objectives, sample, tools and findings for each, written as connected prose. Section 5.1 asks for a review written in a flow, not in bullet points; section 7.0 adds that the dissertation review should include recent studies, within the last ten years, so collect them now.]

Taken together, the studies reviewed suggest a negative relationship between self-stigma and favourable attitudes toward professional help, but most of them used samples from outside India. [State in one sentence the gap your own reading shows.]

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3. Rationale of the Study

College counselling cells and helplines exist, yet a student who privately believes that seeing a counsellor would make him or her feel inadequate may never use them. If self-stigma and attitudes are related in this population, programmes for final-year students could address self-stigma directly, for example through orientation sessions that present help-seeking as a normal step. The study therefore examines the relationship between the two variables among final-year undergraduates in [City], with standardised tools and primary data, as the Handbook requires.

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4. Methodology

4.1 Research problem

To study the relationship between self-stigma of seeking help and attitudes toward seeking professional psychological help among final-year undergraduate students in [City].

4.2 Objectives

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1. To assess the level of self-stigma of seeking help and of attitudes toward seeking professional psychological help among final-year undergraduate students in [City].
2. To examine the relationship between self-stigma of seeking help and attitudes toward seeking professional psychological help in this group.
3. To examine whether self-stigma of seeking help predicts attitudes toward seeking professional psychological help in this group.

4.3 Hypotheses (written in null form; the Handbook allows null or alternative, not both)

H01: There will be no significant relationship between self-stigma of seeking help and attitudes toward seeking professional psychological help among final-year undergraduate students in [City].
H02: Self-stigma of seeking help will not significantly predict attitudes toward seeking professional psychological help among final-year undergraduate students in [City].

4.4 Operational definitions

Self-stigma of seeking help: the total score on the SSOSH (Vogel, Wade, & Haake, 2006); higher scores mean greater self-stigma.
Attitudes toward seeking professional psychological help: the total score on the ATSPPH-SF (Fischer & Farina, 1995); higher scores mean more favourable attitudes.
Final-year undergraduate student: a student enrolled in the final year of a bachelor's degree at [type of institutions] in [City] at the time of data collection.

4.5 Sample

The sample will consist of [N, decided with your guide] final-year undergraduate students aged [range] from [number] colleges in [City]. Purposive sampling will be used: students who are in the final year and give informed consent will be included; students currently receiving psychiatric treatment will be excluded [adjust with your guide]. The size and nature of the sample will be finalised with the guide, as section 5.1 of the Handbook advises.

4.6 Research design

A correlational research design will be used, since the study examines the relationship between two continuous variables without manipulating either of them.

4.7 Tools for data collection

Self-Stigma of Seeking Help Scale (SSOSH; Vogel, Wade, & Haake, 2006). A 10-item, single-factor self-report scale rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree); five items are reverse scored and total scores range from 10 to 50. The developers reported reliability of .86 to .90 and a test-retest reliability of .72, with evidence of construct, criterion and predictive validity. Norms: [state whether Indian norms are available; if not, say so and explain how scores will be interpreted].

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Attitudes Toward Seeking Professional Psychological Help Scale, Short Form (ATSPPH-SF; Fischer & Farina, 1995). A 10-item scale rated on a 4-point scale from 0 (disagree) to 3 (agree); items 2, 4, 8, 9 and 10 are reverse scored, and higher totals indicate more favourable attitudes. Reliability and validity: [enter the values reported by Fischer and Farina (1995) and by Elhai et al. (2008) after reading both articles]. Norms: [as above].

Personal data sheet. Age, gender, course, type of family and any earlier contact with a counsellor, prepared by the researcher. [Obtain permission for both scales where the authors ask for it, and note it here.]

4.8 Procedure and ethics

Permission will be taken from the heads of the colleges, using the reference letter format in Appendix VII of the Handbook. Participants will be told the purpose of the study, that responses are anonymous and confidential, and that they may withdraw at any time; written informed consent will be taken before the scales are given. Because the topic touches on mental health, each participant will receive the contact of [the college counselling cell or a government helpline; check the current number before printing]. Data collection will begin only after this synopsis is approved, and every visit will be recorded in the Appendix VIII format.

4.9 Data analysis techniques

Descriptive statistics (mean, standard deviation) for both variables; Pearson's product-moment correlation for H01; simple linear regression with self-stigma as the predictor for H02. Assumptions (normality, linearity, outliers) will be checked first. Analysis will be done in [SPSS / JASP / R].

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5. References (APA style, alphabetical)

Corrigan, P. (2004). How stigma interferes with mental health care. *American Psychologist, 59*(7), 614-625.

Elhai, J. D., Schweinle, W., & Anderson, S. M. (2008). Reliability and validity of the Attitudes Toward Seeking Professional Psychological Help Scale-Short Form. *Psychiatry Research, 159*(3), 320-329.

Fischer, E. H., & Farina, A. (1995). Attitudes toward seeking professional psychological help: A shortened form and considerations for research. *Journal of College Student Development, 36*(4), 368-373.

Fischer, E. H., & Turner, J. L. (1970). Orientations to seeking professional help: Development and research utility of an attitude scale. *Journal of Consulting and Clinical*

Psychology, 35, 79-90.

Gulliver, A., Griffiths, K. M., & Christensen, H. (2010). Perceived barriers and facilitators to mental health help-seeking in young people: A systematic review. *BMC Psychiatry, 10*, 113. https://doi.org/10.1186/1471-244X-10-113

Tucker, J. R., Hammer, J. H., Vogel, D. L., Bitman, R. L., Wade, N. G., & Maier, E. J. (2013). Disentangling self-stigma: Are mental illness and help-seeking self-stigmas different? *Journal of Counseling Psychology, 60*(4), 520-531.

Vogel, D. L., Armstrong, P. I., Tsai, P.-C., Wade, N. G., Hammer, J. H., Efstathiou, G., Holtham, E., Kouvaraki, E., Liao, H.-Y., Shechtman, Z., & Topkaya, N. (2013). Cross-cultural validity of the Self-Stigma of Seeking Help (SSOSH) scale: Examination across six nations. *Journal of Counseling Psychology, 60*(2), 303-310.

Vogel, D. L., Wade, N. G., & Haake, S. (2006). Measuring the self-stigma associated with seeking psychological help. *Journal of Counseling Psychology, 53*(3), 325-337. https://doi.org/10.1037/0022-0167.53.3.325

Vogel, D. L., Wade, N. G., & Hackler, A. H. (2007). Perceived public stigma and the willingness to seek counseling: The mediating roles of self-stigma and attitudes toward counseling. *Journal of Counseling Psychology, 54*(1), 40-50.

[Add every Indian study you cite in your review, in the same style.]

Appendices to attach with your own synopsis: copies of both scales (with permission where required) and the personal data sheet.

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