



### CIRCULAR

Ref. No.: GU/Acad –PG/BoS -NEP/2025-26/203 dated 30.06.2025

In supersession to the above referred Circular, the syllabus of Semester III & IV of the **Master of Arts in Wellness Counselling** Programme approved by the Standing Committee of the Academic Council in its meeting held 24<sup>th</sup> & 25<sup>th</sup> November 2025, is attached.

The syllabus of Semester I & II approved earlier by the Academic Council in its meeting held on 13<sup>th</sup> & 14<sup>th</sup> June 2025, is also attached.

The Dean & Vice-Dean (Academic) of the D.D. Kosambi School of Social Sciences and Behavioural Studies and the Principal of affiliated College offering the **Master of Arts in Wellness Counselling** are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)  
Deputy Registrar – Academic

To,

1. The Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. The Vice-Dean (Academic), D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
3. The Principal of affiliated College offering the Master of Arts in Wellness Counselling Programme.

Copy to:

4. Chairperson, BoS in Wellness Counselling, Goa University.
5. Controller of Examinations, Goa University.
6. Assistant Registrar Examinations (PG), Goa University.
7. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

# GOA UNIVERSITY

## MASTER OF ARTS IN WELLNESS COUNSELLING

(Effective from Academic Year 2025-26)

### ABOUT THE PROGRAMME

Wellness is broadly understood as a dynamic state in which the individual has the ability to realise their potential, work productively and creatively, build strong and positive relationships with others, and contribute effectively to their family and community. It is a conscious choice for a more satisfying and productive style of life.

The Master's Programme in Wellness Counselling is designed to equip people with the knowledge, skills and attitudes they need for maximising their potential for successful academic progress, career development, and personal and social growth. The programme seeks to support individuals to identify the strengths and abilities they possess, and to build on them.

The primary objective of this programme is to prepare counselling professionals who are committed to fostering the holistic growth and development of those they serve. Trainees are introduced to a comprehensive range of counselling theories and intervention strategies, and are encouraged to explore and deepen their understanding of wellness and optimal human functioning.

The pedagogical approach is grounded in constructivist principles, emphasising active participation, critical reflection, and collaborative learning. Through prescribed readings, class discussions, and reflective exercises, students engage with core concepts, challenge their assumptions, and co-construct a nuanced understanding of wellness within diverse contexts.

This programme offers a rigorous and supportive environment for the development of competent and compassionate wellness counsellors who can make meaningful contributions to individuals and communities alike.

## OBJECTIVES OF THE PROGRAMME

1. To train students in the knowledge, skills and attitudes of professional counselling
2. To enhance self-awareness for personal and professional growth
3. To develop a comprehensive understanding of psychological theories, human development and counselling principles as they relate to wellness and holistic health.
4. To equip students with skills that promote wellbeing and personal growth of clients through strengths-based interventions

## PROGRAMME SPECIFIC OUTCOMES (PSO)

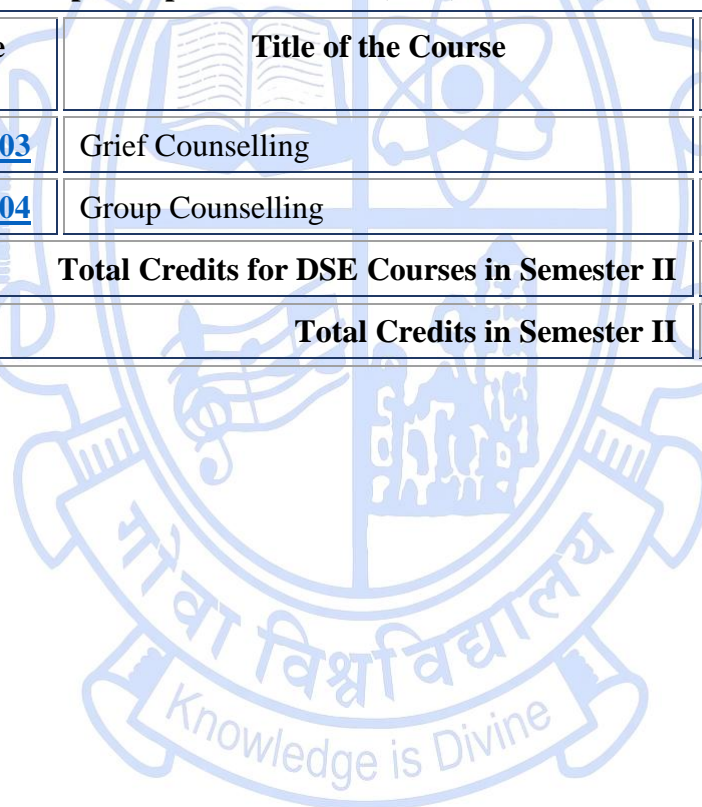
<b>PSO 1.</b>	To understand multiple modalities of counselling
<b>PSO 2.</b>	To assess and evaluate human strengths and potential, and to design strategies that leverage these qualities
<b>PSO 3.</b>	To demonstrate attitudes and skills that promote lifelong learning
<b>PSO 4.</b>	To apply counselling skills to address diverse client needs
<b>PSO 5.</b>	To design and conduct psychological research
<b>PSO 6.</b>	To demonstrate ethical and professional guidelines
<b>PSO 7.</b>	To understand holistic development across the lifespan
<b>PSO 8.</b>	To utilize tools and techniques for assessing individuals.

**PROGRAMME STRUCTURE**  
**Master of Arts in Wellness Counselling**  
**Effective from Academic Year 2025-26**

<b>Bridge Course</b>			
Sr. No.	Course Code	Title of the Course	Credits
1	<a href="#"><u>WCP-1000</u></a>	Introduction to Wellness Counselling	1

<b>SEMESTER I</b>				
<b>Discipline Specific Core (DSC) Courses (16 credits)</b>				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<a href="#"><u>WCP-5000</u></a>	Basic Counselling Skills	4T	400
2	<a href="#"><u>WCP-5001</u></a>	Human Development across the Lifespan	4T	400
3	<a href="#"><u>WCP-5002</u></a>	Psychotherapeutic Approaches in Counselling -I	4T	400
4	<a href="#"><u>WCP-5003</u></a>	Legal and Ethical Issues	4T	400
<b>Total Credits for DSC Courses in Semester I</b>			<b>16</b>	
<b>Discipline Specific Elective (DSE) Course (4 credits)</b>				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<a href="#"><u>WCP-5201</u></a>	Marriage and Family Counselling	4T	400
2	<a href="#"><u>WCP-5202</u></a>	Counselling in Addictive Behaviour	4T	400
<b>Total Credits for DSE Courses in Semester I</b>			<b>4</b>	
<b>Total Credits in Semester I</b>			<b>20</b>	

<b>SEMESTER II</b>				
<b>Discipline Specific Core (DSC) Courses</b>				
<b>Sr. No.</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>	<b>Level</b>
1	<a href="#">WCP-5004</a>	Strengths Based Counselling	4T	500
2	<a href="#">WCP-5005</a>	Psychotherapeutic Approaches in Counselling -II	4T	500
3	<a href="#">WCP-5006</a>	Personality in Positive Psychology	4T	500
4	<a href="#">WCP-5007</a>	Counsellor Training in Suicide Prevention, Intervention and Postvention	4T	500
<b>Total Credits for DSC Courses in Semester II</b>			<b>16</b>	
<b>Discipline Specific Elective (DSE) Courses (4 credits)</b>				
<b>Sr. No.</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>	<b>Level</b>
1	<a href="#">WCP-5203</a>	Grief Counselling	4T	400
2	<a href="#">WCP-5204</a>	Group Counselling	4T	400
<b>Total Credits for DSE Courses in Semester II</b>			<b>4</b>	
<b>Total Credits in Semester II</b>			<b>20</b>	



**Semester III****Research Specific Elective (RSE) Courses (12 credits)**

Sr. No.	Course Code	Title of the Course	Credits	Level
1	<a href="#">WCP-6000</a>	Research Methodology	4T	500
2	<a href="#">WCP-6001</a>	Academic Writing: APA Guidelines	4T	500
3	<a href="#">WCP-6002</a>	Basic Statistics in Social Sciences	4T	500
4	<a href="#">WCP-6003</a>	Ethical Standards for Research	4T	500
<b>Total Credits for RSE Courses in Semester III</b>			<b>12</b>	

**Discipline Specific Vocational Elective (DSVE) Courses (8 credits)**

Sr. No.	Course Code	Title of the Course	Credits	Level
1	<a href="#">WCP-6401</a>	Psychological Assessments in Wellness Counselling	4 (2T+2P)	500
2	<a href="#">WCP-6402</a>	Wellness Counselling in Schools	4 (2T+2P)	500
3	<a href="#">WCP-6403</a>	Career Counselling	4 (2T+2P)	500
<b>Total Credits for DSVE Courses in Semester III</b>			<b>8</b>	
<b>Total Credits in Semester III</b>			<b>20</b>	

**Discipline Specific Dissertation (DSD) (40 Credit Dissertation)**

Sr. No.	Course Code	Title of the Course	Credits	Level
1	WCP-6501	Dissertation	40	500

<b>Semester IV</b>				
<b>Generic Elective (GE) Courses (20 credits)</b>				
<b>Sr. No.</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>	<b>Level</b>
1	<a href="#">WCP-6201</a>	Foundations of Indian Psychology	4T	500
2	<a href="#">WCP-6202</a>	Developing Emotional Intelligence for Wellbeing	4T	500
3	<a href="#">WCP-6203</a>	Cognitive Psychology	4T	500
4	<a href="#">WCP-6204</a>	Health Psychology	4T	500
5	<a href="#">WCP-6205</a>	Mindfulness and Wellbeing	4T	500
6	<a href="#">WCP-6206</a>	Strengths-Based Approaches to Work	4T	500
7	<a href="#">WCP-6207</a>	Internship	4P	500
<b>Total Credits for GE Courses in Semester IV</b>			<b>20</b>	

<b>Discipline Specific Dissertation (DSD)/ Internship (20 Credit Dissertation)</b>				
<b>Sr. No.</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>	<b>Level</b>
1	WCP-6502	Dissertation	20	500
<b>Total Credits in Semester IV</b>			<b>20</b>	

<b>Blooms Taxonomy Cognitive Levels</b>	
<b>Cognitive Level</b>	<b>Notations</b>
K1	Remembering
K2	Understanding
K3	Applying
K4	Analyzing
K5	Evaluating
K6	Create

## BRIDGE COURSE

<b>Title of the Course</b>	Introduction to Wellness Counselling			
<b>Course Code</b>	WCP-1000			
<b>Number of Credits</b>	1			
<b>Theory/Practical</b>	Theory			
<b>Level</b>	100			
<b>Effective from AY</b>	2025-2026			
<b>New Course</b>	Yes			
<b>Bridge Course/ Value added Course</b>	Yes			
<b>Course for advanced learners</b>	No			
<b>Pre-requisites for the Course:</b>	Nil			
<b>Course Objectives:</b>	1.To define wellness and differentiate it from illness-based models. 2.To understand key concepts and terminology in wellness counselling			
<b>Course Outcomes:</b>				<b>Mapped to PSO</b>
	CO1 Understand the core concepts and principles of wellness counselling.			PSO 1
	CO2 Identify and describe the various dimensions of wellness.			PSO 2, PSO 7
	CO3 Understand the philosophical shift from illness to wellness			PSO 1
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>

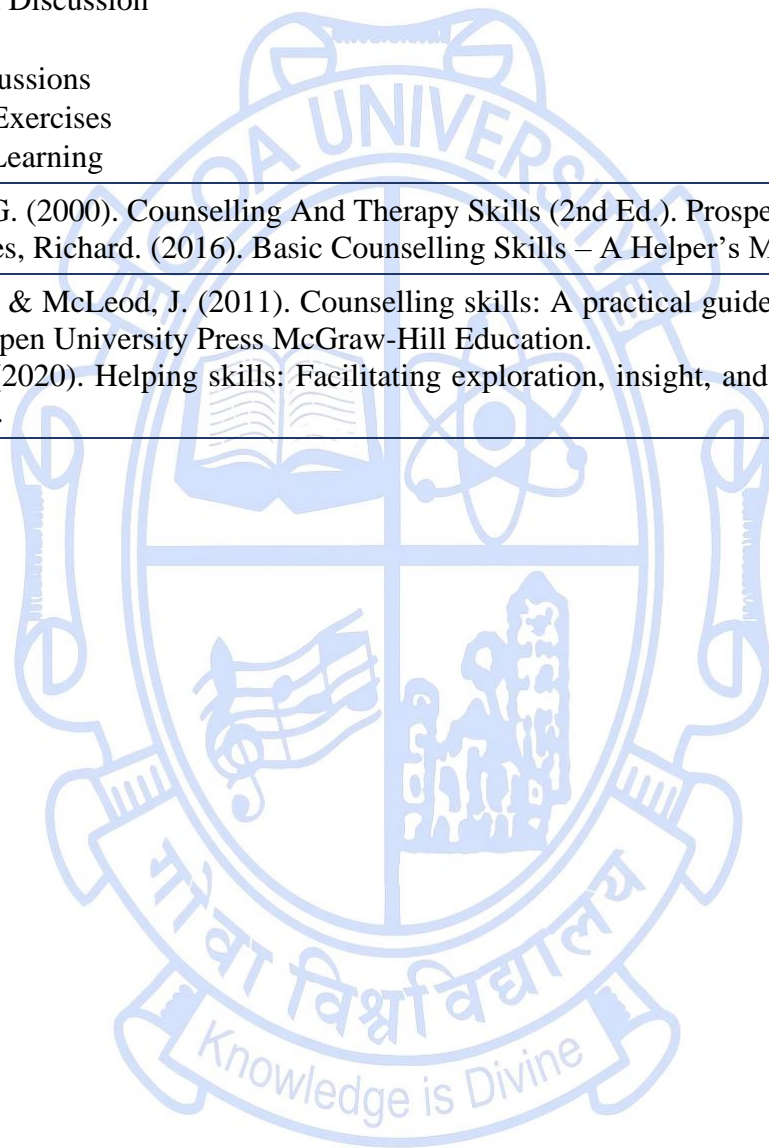
<b>Module 1:</b>	<b>1 Introduction to Wellness Counselling</b> 1.1 Historical Contributions to strengths based counselling 1.2 Philosophy and core concepts 1.3 Illness – Wellness Continuum 1.4 Scope of Wellness Counselling	<b>7</b>	CO1, CO3	K1, K2
<b>Module 2:</b>	<b>2 Overview of Wellness Counselling</b> 2.1 Dimensions of Wellness 2.2 Positive Psychology 2.3 Strengths based Counselling 2.4 Overview of Wheel of Wellness Model	<b>8</b>	CO2	K1, K2
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Group Discussion</li> <li>● Reflective Learning</li> </ul>			
<b>Texts:</b>	1. Baumgardner, S. R., & Crothers, M. K. (2009). Positive psychology. Prentice Hall/Pearson Education. 2. Jane E. Myers, T. J. (2000). The Wheel of Wellness Counseling for Wellness: A Holistic Model for Treatment Planning. Journal of Counseling and Development, 78(3), 251-266.			
<b>References/ Readings:</b>	1. Integrating Positive Psychology Into Counseling: Why And (When Appropriate) How. By: Harris, Alex H. S.; Thoresen, Carl E.; Lopez, Shane J. Journal Of Counseling & Development. Winter2007, Vol. 85 Issue 1, p3-13. 11p 2. Collie W. Conoley, M. J. (2017). Goal Focused Positive Psychotherapy: A Strengths-Based Approach. OUP USA			
<b>Web Resources:</b>	Jones-Smith, E. (2014). Strengths-based therapy. In <i>Strengths-based therapy: Connecting theory, practice and skills</i> (pp. 3–22). SAGE Publications. <a href="https://us.sagepub.com/sites/default/files/upm-binaries/53278_ch_1.pdf">https://us.sagepub.com/sites/default/files/upm-binaries/53278_ch_1.pdf</a>			

**SEMESTER I****Discipline Specific Core Courses**

<b>Title of the Course</b>	Basic Counselling Skills	
<b>Course Code</b>	WCP-5000	
<b>Number of Credits</b>	4	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	400	
<b>Effective from AY</b>	2025 – 2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	Nil	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To understand and develop in one's self the counsellor characteristics, behaviours and skills that influence the helping process</li> <li>2. To gain insight on developing a therapeutic relationship</li> <li>3. To gain an understanding of the various dimensions of professional counselling.</li> <li>4. To become proficient in the use of counselling skills.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Identify and explain the key concepts integral to the counselling process.	PSO 5
	CO 2. Analyze and reflect on the role of the counsellor's self-awareness and personal qualities in the therapeutic process.	PSO 6

	CO 3. Utilize basic counselling skills to foster client engagement		PSO 4	
	CO 4. Describe the key stages of the counselling process		PSO 6	
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1. Counselling as a Profession</b> 1.1 Introduction to counselling psychology 1.2 Basic counselling principles 1.3 Key concepts in counselling 1.4 The counselling setting	<b>15</b>	CO1	K1, K2
<b>Module 2:</b>	<b>2. Basic Interviewing Skills</b> 2.1 Attending behaviour and observation skills 2.2 Active listening and questioning skills 2.3 Reflecting, summarizing, paraphrasing skills 2.4 The Self of the counsellor	<b>15</b>	CO2	K4, K5
<b>Module 3:</b>	<b>3. Basic Counselling Skills</b> 3.1 Empathy 3.2 Confrontation 3.3 Immediacy 3.4 Self-Disclosure 3.5 Validation	<b>15</b>	CO3	K3
<b>Module 4:</b>	<b>4 Building Counselling Relationships</b> 4.1 The counselling process 4.2 Therapeutic factors 4.3 The therapeutic relationship 4.4 Facilitating client self-exploration	<b>15</b>	CO3, CO4	K2, K3

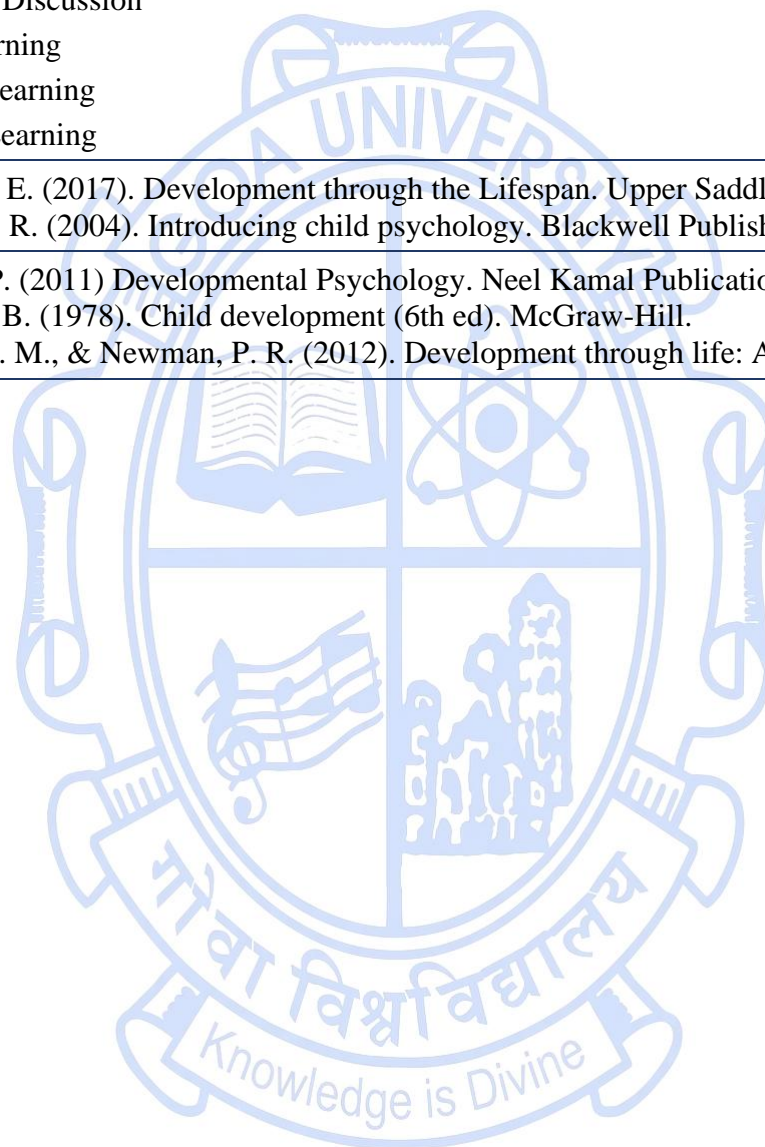
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Role Plays</li> <li>• Group Discussions</li> <li>• Structured Exercises</li> <li>• Reflective Learning</li> </ul>
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Martin, D. G. (2000). <i>Counselling And Therapy Skills</i> (2nd Ed.). Prospect Heights, IL: Waveland Press.</li> <li>2. Nelson-Jones, Richard. (2016). <i>Basic Counselling Skills – A Helper’s Manual</i>. Sage Publication.</li> </ol>
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. McLeod, J., &amp; McLeod, J. (2011). <i>Counselling skills: A practical guide for counsellors and helping professionals</i> (2nd ed.). Open University Press McGraw-Hill Education.</li> <li>2. Hill, C. E. (2020). <i>Helping skills: Facilitating exploration, insight, and action</i> (5th ed.). American Psychological Association.</li> </ol>



<b>Title of the Course</b>	Human Development across the Lifespan	
<b>Course Code</b>	WCP-5001	
<b>Number of Credits</b>	04	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	400	
<b>Effective from AY</b>	2025-2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	Nil	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To understand the foundational theories of human development</li> <li>2. To become aware of the various aspects of development (social, emotional, moral, cognitive, psychosocial)</li> <li>3. To apply knowledge of development in each stage to facilitate personal growth across the lifespan</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Identify specific concerns and problems at the various stages of human development.	PSO 7
	CO 2. Design effective strategies to deal with specific concerns and conflicts experienced at various stages across the lifespan.	PSO 4
	CO 3. Formulate developmentally appropriate counselling strategies and interventions to facilitate optimal health	PSO 1
	CO 4. Apply the developmental concepts, theories and specific evidence based research	PSO 1, PSO 4

findings to practical settings.				
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1 – Development Theories I</b> 1.1 Erikson’s Theory of Psychosocial Development 1.2 Piaget’s Theory of Cognitive Development 1.3 Vygotsky’s Theory of Socio-Cultural Development 1.4 Kohlberg’s And Piaget’s Theory of Moral Development.	<b>15</b>	CO1, CO2, CO4	K4, K6, K3
<b>Module 2:</b>	<b>2 – Development Theories II</b> 2.1 Bandura’s Social Learning Theory 2.2 James Marcia’s Theory of Identity Development 2.3 Loevinger’s Ego Development Theory 2.4 Theories of Emotional Intelligence	<b>15</b>	CO1, CO2, CO4	K4, K6, K3
<b>Module 3:</b>	<b>3 – Working With Children And Adolescents</b> 3.1 Working with Children: promoting psychosocial adjustment and identity development, fostering virtues, values and strength building 3.2 Working with Adolescents: promoting healthy lifestyles and relationships, positive identity development, building SelfEfficacy, Self-Esteem, Self-Concept and fostering values	<b>15</b>	CO3, CO4	K6, K3
<b>Module 4:</b>	<b>4 – Working With Adults</b> 4.1 Young adulthood: supporting adaptation to changing roles, promoting healthy relationships, positive parenting and child rearing 4.2 Middle adulthood: supporting adaptation to changing life roles and career changes 4.3 Late Adulthood: supporting adaptation to changing roles, facilitating transitions through retirement and working therapeutically with older adults	<b>15</b>	CO2, CO3, CO4	K6, K3

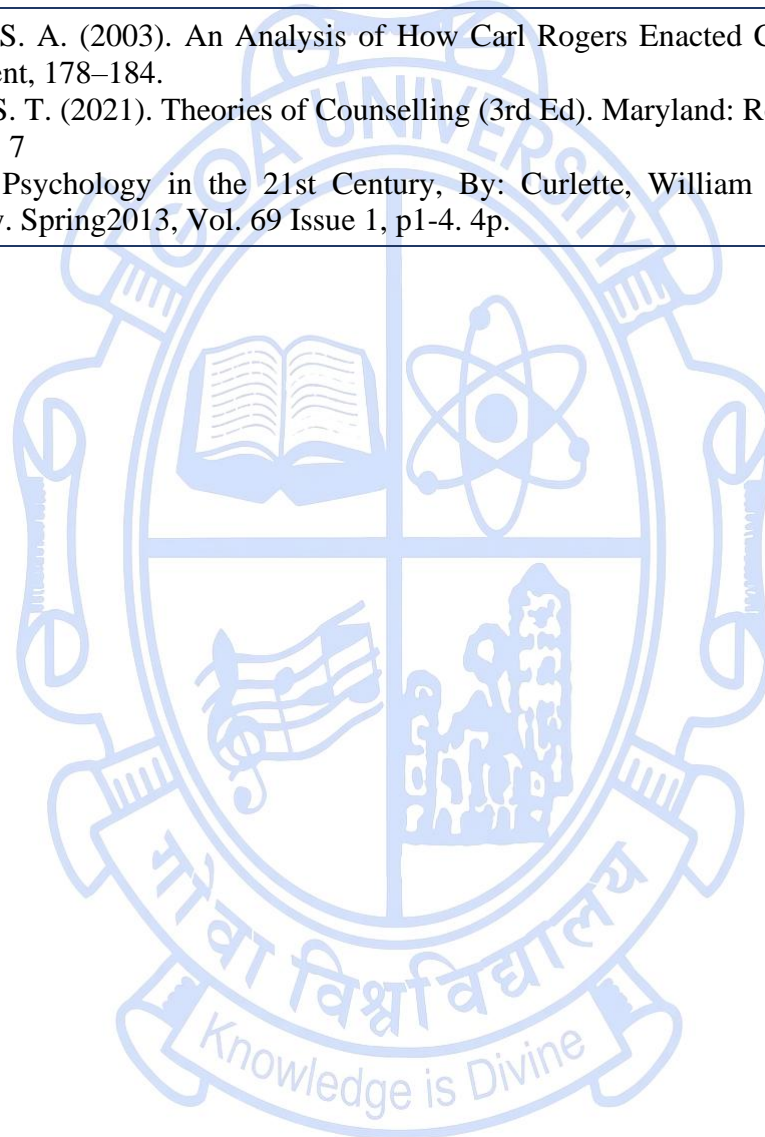
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Blended learning</li> <li>● Cross-over learning</li> <li>● Reflective Learning</li> </ul>
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Berk, Laura E. (2017). Development through the Lifespan. Upper Saddle River, NJ: Pearson.</li> <li>2. Schaffer, H. R. (2004). Introducing child psychology. Blackwell Publishing.</li> </ol>
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Chaube, S.P. (2011) Developmental Psychology. Neel Kamal Publications Pvt.ltd</li> <li>2. Hurlock, E. B. (1978). Child development (6th ed). McGraw-Hill.</li> <li>3. Newman, B. M., &amp; Newman, P. R. (2012). Development through life: A psychosocial approach. Dorsey</li> </ol>



<b>Title of the Course</b>	Psychotherapeutic Approaches in Counselling – I	
<b>Course Code</b>	WCP-5002	
<b>Number of Credits</b>	4	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	400	
<b>Effective from AY</b>	2025-2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	Nil	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To forge a comprehensive view of human nature in the light of the therapeutic approaches</li> <li>2. To be able to implement techniques prescribed within each approach</li> <li>3. To evaluate the effectiveness of the therapeutic approaches in dealing with various client concerns</li> <li>4. To be able to incorporate the strengths-based approach in the use of these therapeutic approaches</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Explain the development of human nature in keeping with the aforementioned therapeutic approaches	PSO 1
	CO 2. Apply techniques prescribed within each approach	PSO 4
	CO 3. Examine the effectiveness of the aforementioned approaches in dealing with various client concerns	PSO 4

	CO 4. Apply the strengths based approach in the use of these therapeutic approaches		PSO 7	
Content:		No of hours	Mapped to CO	Cognitive Level
<b>Module 1:</b>	<b>1 - Psychoanalysis and Jungian Psychology</b> 1.1 View of Human Nature 1.2 Therapeutic Process 1.3 Application in Counselling	15	CO 1, CO 2, CO 3, CO 4	K2,K3,K4
<b>Module 2:</b>	<b>2 - Adlerian Counselling</b> 2.1 View of Human Nature 2.2 Therapeutic Process 2.3 Assessments and Techniques 2.4 Application in Counselling	15	CO 1, CO 2, CO 3, CO 4	K2,K3,K4
<b>Module 3:</b>	<b>3 - Humanistic Approaches to Counselling</b> 3.1 Person Centred Therapy 3.2 Gestalt Therapy	15	CO 1, CO 2, CO 3, CO 4	K2,K3,K4
<b>Module 4:</b>	<b>4 - Existential Approach to Counselling</b> 4.1 View of Human Nature 4.2 Techniques and Assessments 4.3 Application in Counselling	15	CO 1, CO 2, CO 3, CO 4	K2,K3,K4
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Role Plays</li> <li>● Group Discussions</li> <li>● Case Studies</li> <li>● Reflective Learning</li> </ul>			
<b>Texts:</b>	1. Corey, G. (2023). Theory and Practice of Counselling and Psychotherapy (11th Ed). Cengage Learning.			

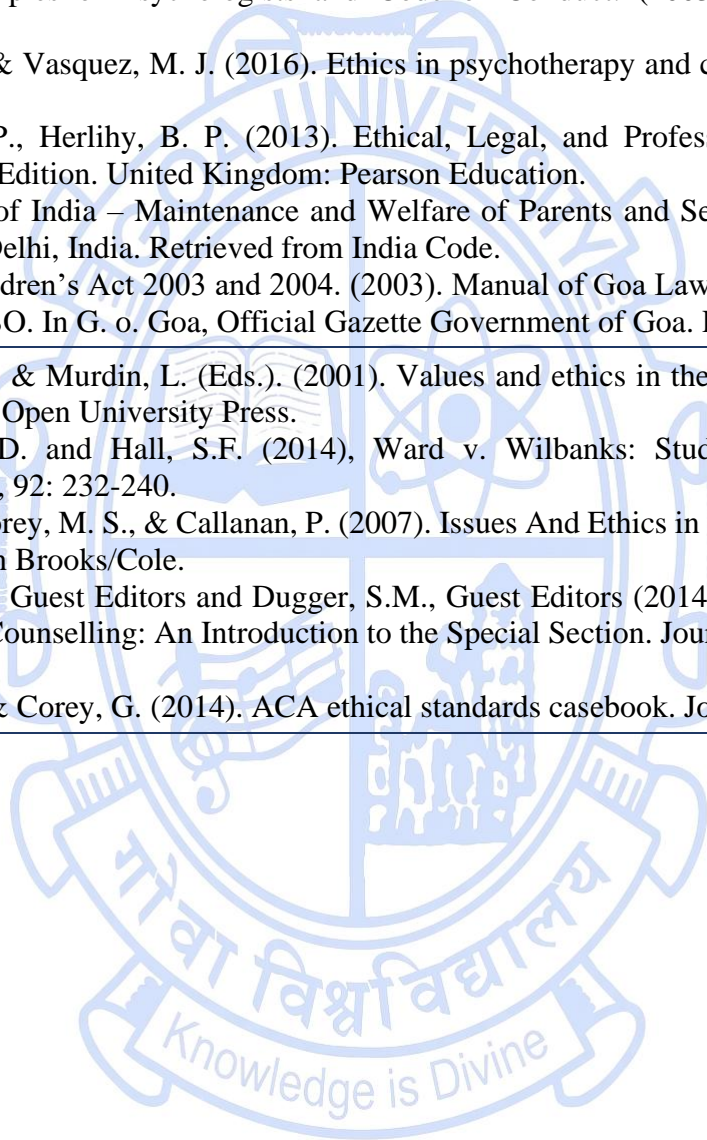
	2. Sharf, R. S. (2020). Theories of Psychotherapy and Counselling. Cengage Learning.
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Campbell, S. A. (2003). An Analysis of How Carl Rogers Enacted Client Centered. Journal of Counselling &amp; Development, 178–184.</li> <li>2. Gladding, S. T. (2021). Theories of Counselling (3rd Ed). Maryland: Rowman &amp; Littlefield Publishers. Issued on: 03/01/2025 7</li> <li>3. Individual Psychology in the 21st Century, By: Curlette, William L.; Kern, Roy M. Journal of Individual Psychology. Spring2013, Vol. 69 Issue 1, p1-4. 4p.</li> </ol>



<b>Title of the Course</b>	Legal and Ethical Issues			
<b>Course Code</b>	WCP-5003			
<b>Number of Credits</b>	04			
<b>Theory/Practical</b>	Theory			
<b>Level</b>	400			
<b>Effective from AY</b>	2025-2026			
<b>New Course</b>	No			
<b>Bridge Course/ Value added Course</b>	No			
<b>Course for advanced learners</b>	No			
<b>Pre-requisites for the Course:</b>	Nil			
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To become familiar with the applicable state laws and ethical codes and standards of practice</li> <li>2. To describe and follow steps in Ethical Decision Making</li> <li>3. To understand how ethical guidelines apply to a variety of specific issues or scenarios</li> </ol>			
<b>Course Outcomes:</b>			<b>Mapped to PSO</b>	
	CO 1. Understand the various ethical responsibilities of counsellors .		PSO 6	
	CO 2. Identify and resolve conflicts between personal and professional values .		PSO 3	
	CO 3. Apply ethical decision-making models to resolve ethical issues in counselling		PSO 3	
	CO 4. Identify ethical conflicts that could arise during the counselling process		PSO 6	
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>

<b>Module 1:</b>	<b>1 – Introduction to Ethics</b> 1.1 What are Ethics? 1.2 Ethical Principles of Counselling 1.3 Reasons for Ethical Codes 1.4 A Model for Professional Practice	<b>15</b>	CO1	K2
<b>Module 2:</b>	<b>2 – Ethical and Professional Standards</b> 2.1 ACA Code of Ethics 2.2 APA Code of Conduct 2.3 Ethical Decision Making Models	<b>15</b>	CO1, CO2, CO3	K2, K4, K3
<b>Module 3:</b>	<b>3 – Ethics Issues in Counselling</b> 3.1 Client Rights and Counsellor Responsibilities 3.2 Managing Professional Boundaries 3.3 Recognizing and Resolving Personal Value Conflicts 3.4 Preventing Counsellor Impairment 3.5 Ethical Challenges of New Digital Technologies	<b>15</b>	CO2, CO3, CO4	K4, K3
<b>Module 4:</b>	<b>4 – Legal Aspects and Policies</b> 4.1. Overview of Legal Policies – POCSO Act 2012, Goa Children’s Act 2005, The Maintenance and Welfare of Parents and Senior Citizens Act 2007 4.2 Counselling Minor Clients 4.3 Counselling Vulnerable Adults	<b>15</b>	CO1, CO2, CO3, CO4	K2, K4, K3
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Problem solving Learning</li> <li>● Case Study Reviews</li> <li>● Flipped Learning</li> <li>● Group Discussions</li> <li>● Reflective Learning</li> </ul>			

<p><b>Texts:</b></p>	<ol style="list-style-type: none"> <li>1. Ethical Principles of Psychologists and Code of Conduct. (2003). United States: American Psychological Association.</li> <li>2. Pope, K. S., &amp; Vasquez, M. J. (2016). Ethics in psychotherapy and counseling: A practical guide. John Wiley &amp; Sons.</li> <li>3. Remley, T. P., Herlihy, B. P. (2013). Ethical, Legal, and Professional Issues in Counseling: Pearson New International Edition. United Kingdom: Pearson Education.</li> <li>4. The Gazette of India – Maintenance and Welfare of Parents and Senior Citizens -. (2007, December 29). New Delhi, New Delhi, India. Retrieved from India Code.</li> <li>5. The Goa Children’s Act 2003 and 2004. (2003). Manual of Goa Law Vol.-I. 6. (2023). Department of Women &amp; Child - POCSO. In G. o. Goa, Official Gazette Government of Goa. Panaji: Government Printing Press.</li> </ol>
<p><b>References/ Readings:</b></p>	<ol style="list-style-type: none"> <li>1. Barnes, F. P., &amp; Murdin, L. (Eds.). (2001). Values and ethics in the practice of psychotherapy and counselling. Philadelphia: Open University Press.</li> <li>2. Burkholder, D. and Hall, S.F. (2014), Ward v. Wilbanks: Students Respond. Journal of Counselling &amp; Development, 92: 232-240.</li> <li>3. Corey, G., Corey, M. S., &amp; Callanan, P. (2007). Issues And Ethics in The Helping Professions (7th Ed.). Belmont, CA: Thomson Brooks/Cole.</li> <li>4. Francis, P.C., Guest Editors and Dugger, S.M., Guest Editors (2014), Professionalism, Ethics, and Value-Based Conflicts in Counselling: An Introduction to the Special Section. Journal of Counselling &amp; Development, 92: 131-134</li> <li>5. Herlihy, B., &amp; Corey, G. (2014). ACA ethical standards casebook. John Wiley &amp; Sons</li> </ol>

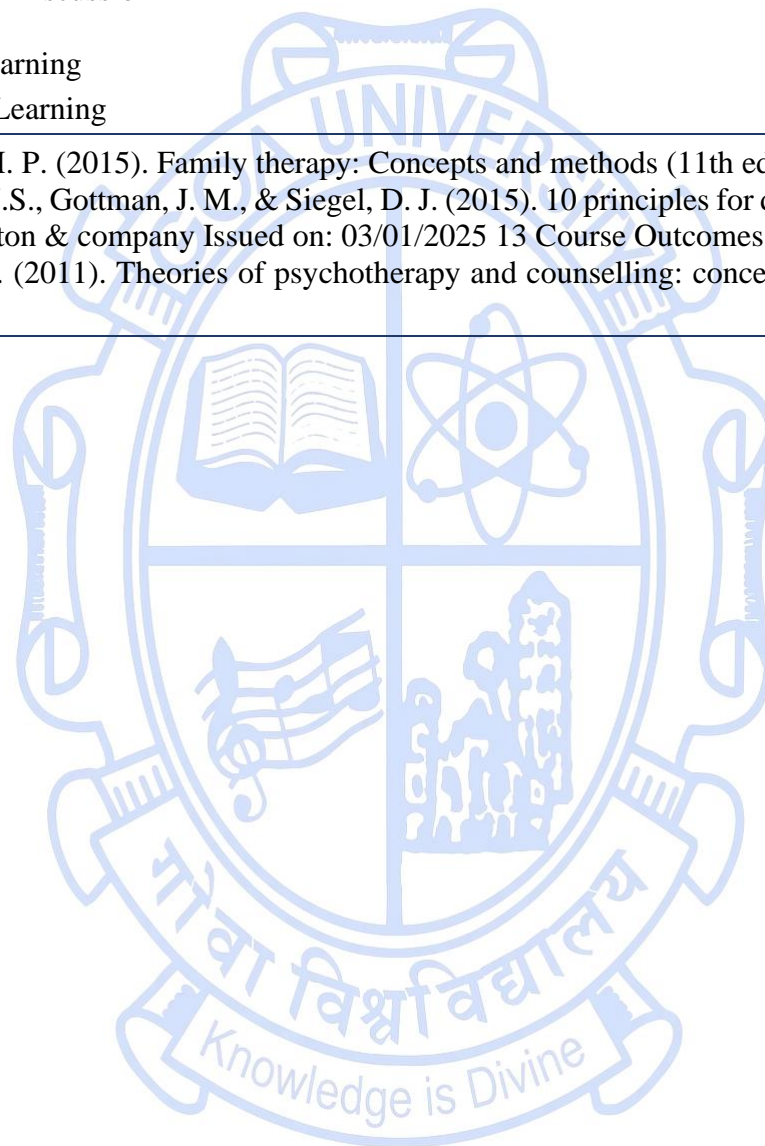


### Discipline Specific Elective (DSE) Courses

<b>Title of the Course</b>	Marriage and Family Counselling	
<b>Course Code</b>	WCP-5201	
<b>Number of Credits</b>	4	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	400	
<b>Effective from AY</b>	2025-2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	NIL	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To familiarise the students with the concept of marriage and family counselling.</li> <li>2. To make the students understand the importance of marriage and family counselling.</li> <li>3. To introduce to the students different principles of effective couples counselling.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Understand the different concepts and theories marriage and family counselling	PSO1
	CO 2. Examine classic schools of family therapy	PSO1
	CO 3. Apply principles for effective couples counselling	PSO4
	CO 4. Identify sources of conflicts in a marriage	PSO4

Content:		No of hours	Mapped to CO	Cognitive Level
<b>Module 1:</b>	<b>1 - Introduction to Marriage and Family Counselling</b> 1.1 Marriage: Meaning, types of love and stages in a marriage 1.2 Sources of conflict in a marriage: finances, communication, values, roles in a marriage, love languages, anger issues 1.3 The Foundations of Family Therapy 1.4 The Fundamental Concepts of Family Therapy 1.5 Basic Techniques of Family Therapy	15	CO1, CO2	K2, K4
<b>Module 2:</b>	<b>2 - Principles for Effective Couples Counselling</b> 2.1 Research based methods to help couples 2.2 Assess first, then decide treatment 2.3 Understand each partner's inner world 2. 4. Map your treatment route 2.5 Process past regrettable incidents	15	CO3	K3
<b>Module 3:</b>	<b>3 - The Classic Schools of Family Therapy - I</b> 3.1 Bowen Family Systems Therapy 3.2 Strategic Family Therapy 3.3 Structural Family Therapy 3.4 Applications to Counselling	15	CO2	K4
<b>Module 4:</b>	<b>4 - The Classic Schools of Family Therapy - II</b> 4.1 Experiential Family Therapy 4.2 Psychoanalytic Family Therapy 4.3 Cognitive-Behavioural Family Therapy 4.4 Applications to Counselling	15	CO2	K4

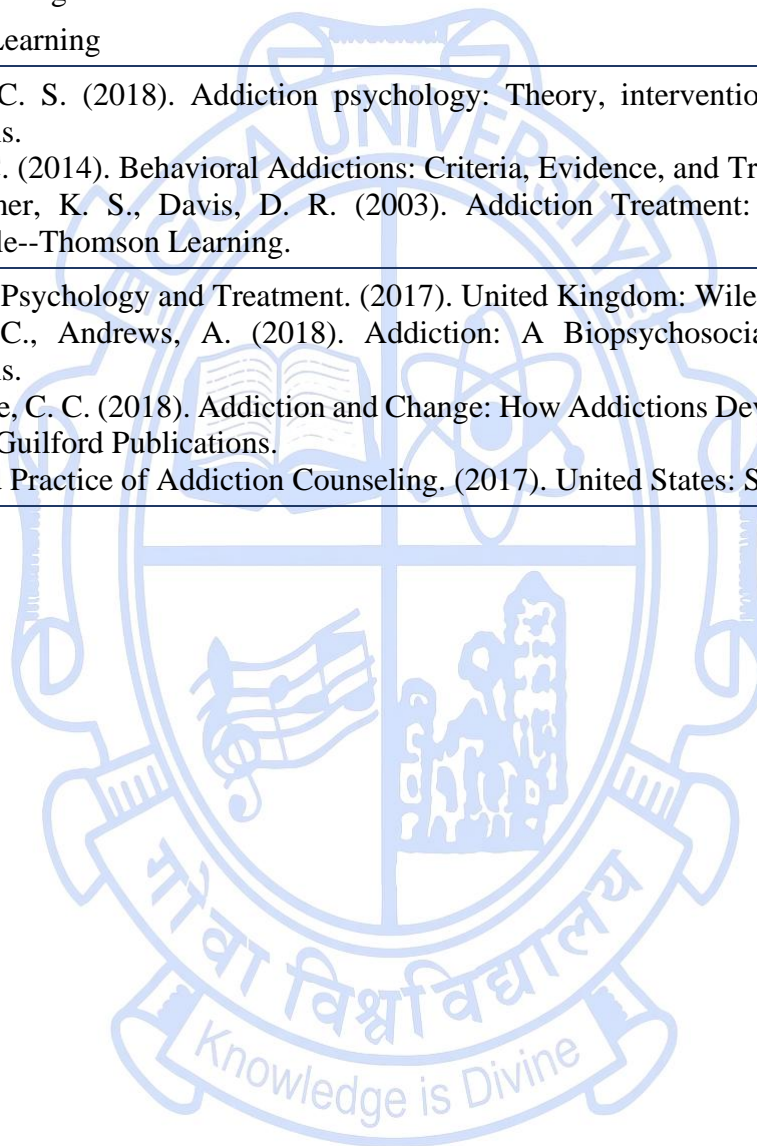
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Case study</li> <li>● Blended Learning</li> <li>● Reflective Learning</li> </ul>
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Nichols, M. P. (2015). Family therapy: Concepts and methods (11th ed).</li> <li>2. Gottman, J.S., Gottman, J. M., &amp; Siegel, D. J. (2015). 10 principles for doing effective couples therapy. New York: W.W. Norton &amp; company Issued on: 03/01/2025 13 Course Outcomes</li> <li>3. Sharf, R.S. (2011). Theories of psychotherapy and counselling: concepts and cases. Pacific Grove: Brooks/Cole Pub. Co.</li> </ol>



<b>Title of the Course</b>	Counselling in Addictive Behaviour	
<b>Course Code</b>	WCP-5202	
<b>Number of Credits</b>	4	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	400	
<b>Effective from AY</b>	2025-2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	Nil	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To identify and have a working familiarity with predominant addictions theories and therapeutic approaches used in the treatment of addictions today.</li> <li>2. To comprehend the various kinds of behavioural addictions and identify suitable treatment models</li> <li>3. To become familiar with approaches aimed at preventing the development of addictive behaviours.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Discuss knowledge and skills useful in working with individuals with addictive behaviors	PSO 4
	CO 2. Classify specific addiction models with suitable counselling approaches	PSO 1
	CO 3. Understand the different approaches to recovery and prevention of addictive behaviours	PSO 7
	CO 4. Apply knowledge of assessment tools and criteria to recognize signs and characteristics of addictive behaviours	PSO 6

<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1. Introduction to Addiction</b> 1.1 Definition of Terms 1.2 Models of Addiction: Moral Model, Disease Model, Behavioural Model, Biopsychosocial Model 1.3 Risk And Protective Factors for Substance Use 1.4 Guiding Principles for Treatment	<b>15</b>	CO2	K2
<b>Module 2:</b>	<b>2. Tools for Assessment</b> 2.1 Diagnostic Criteria – DSM V Classification 2.2 Mental State Examination 2.3 Strength-based Assessment of Motivation to Change	<b>15</b>	CO4	K1,K3
<b>Module 3:</b>	<b>3. Behavioural Addictions</b> 3.1 Characteristics of Behavioural Addictions 3.2 Overview of various Behavioural Addictions 3.3 Management of Behavioural Addictions 3.4 Addiction Prevention Programs	<b>15</b>	CO1	K2
<b>Module 4:</b>	<b>4 Treatment and Therapeutic Options</b> 4.1 Motivational Interviewing 4.2 Trans Theoretical Model of Change 4.3 Psychotherapeutic Approaches: CBT / MBCT 4.4 Relapse Prevention – Stages of Relapse, Lapse Management, Relapse Prevention Models	<b>15</b>	CO3	K2
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Collaborative Learning</li> <li>● Crossover Learning</li> </ul>			

	<ul style="list-style-type: none"> <li>● Flipped Learning</li> <li>● Reflective Learning</li> </ul>
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Chandler, C. S. (2018). Addiction psychology: Theory, intervention and practical issues. New Delhi: Sage Publications.</li> <li>2. Feder, L. C. (2014). Behavioral Addictions: Criteria, Evidence, and Treatment. Netherlands: Elsevier Science.</li> <li>3. Van Wormer, K. S., Davis, D. R. (2003). Addiction Treatment: A Strengths Perspective. United States: Brooks/Cole--Thomson Learning.</li> </ol>
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Addiction: Psychology and Treatment. (2017). United Kingdom: Wiley.</li> <li>2. Chandler, C., Andrews, A. (2018). Addiction: A Biopsychosocial Perspective. United Kingdom: SAGE Publications.</li> <li>3. DiClemente, C. C. (2018). Addiction and Change: How Addictions Develop and Addicted People Recover. United Kingdom: Guilford Publications.</li> <li>4. Theory and Practice of Addiction Counseling. (2017). United States: SAGE Publications.</li> </ol>



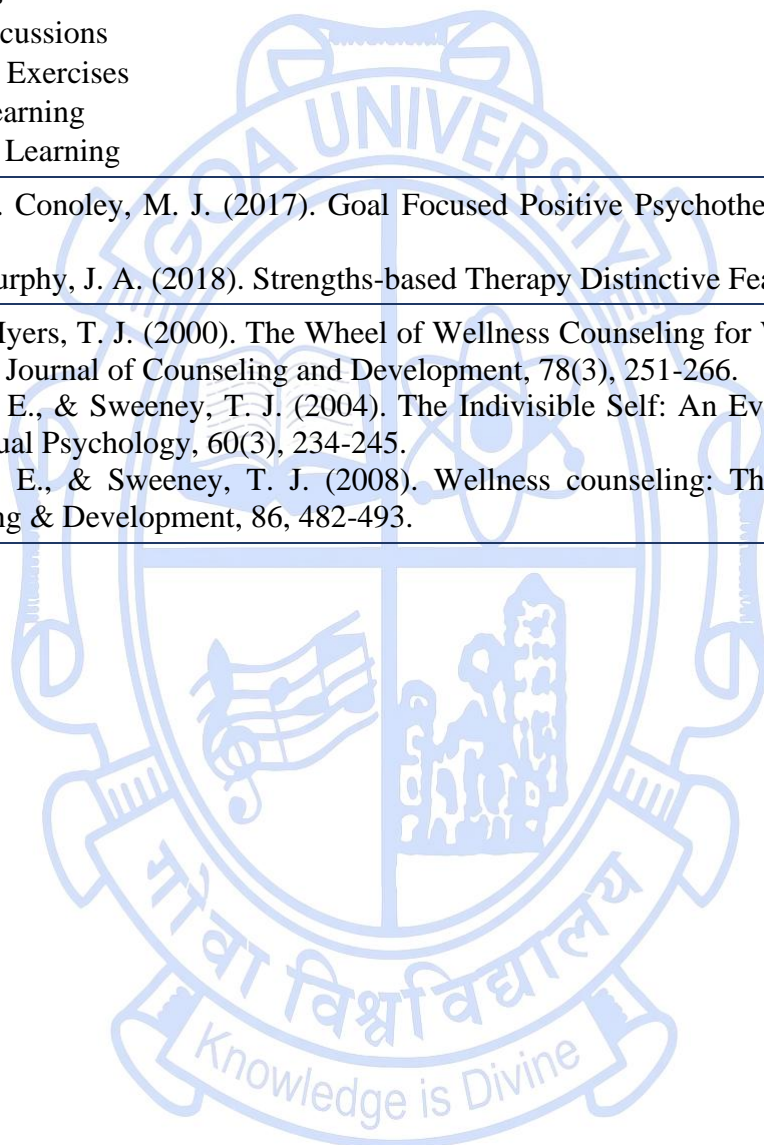
## SEMESTER II

### Discipline Specific Core (DSC) Courses

<b>Title of the Course</b>	Strengths Based Counselling	
<b>Course Code</b>	WCP-5004	
<b>Number of Credits</b>	4	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	500	
<b>Effective from AY</b>	2025-2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	WCP-5000	
<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. To develop an understanding of the strengths-based approach and its principles in the counselling process</li><li>2. To develop strategies for cultivating positive psychological states.</li><li>3. To be well versed in the use of various strengths-based assessments and models in counselling</li></ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Discuss the strengths-based approach and use it in the counselling process	PSO 1
	CO 2. Apply various strengths-based assessments and models in counselling to help enhance client growth and maximize their potential.	PSO 1

	CO 3. Identify and develop clients strengths		PSO 4
	CO 4. Articulate the wellness approach in counselling, emphasizing the shift from pathology-focused to strengths-focused models.		PSO 2
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b> <b>Cognitive Level</b>
<b>Module 1:</b>	<b>1. Introduction to Strengths Based Counselling</b> 1.1 Historical development 1.2 Wellness Approach: Shift from pathology to strengths 1.3 The Impact of Positive Psychology 1.4 Core Principles of strengths based counselling	<b>15</b>	CO 4      K2
<b>Module 2:</b>	<b>2. Foundations of Strengths based Therapy</b> 2.1 Definition and Philosophy 2.2 Characteristics of Strengths 2.3 Concept of Strength Zones / Categories 2.4 Significance of Strengths	<b>15</b>	CO 2      K3
<b>Module 3:</b>	<b>3. Models of Wellness</b> 3.1 The Model of Optimal Mental Wellness 3.2 The Wheel of Wellness – Components and Application in Counselling 3.3 The Indivisible Self Model – Components and Application in Counselling	<b>15</b>	CO 1      K2, K3
<b>Module 4:</b>	<b>4 Strengths Based Interventions and Techniques</b> 4.1 Identifying and Developing Character Strengths 4.2 Strengths-Based Reframing 4.3 Narrative techniques 4.4 Appreciative Inquiry	<b>15</b>	CO 3      K1, K3
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> </ul>		

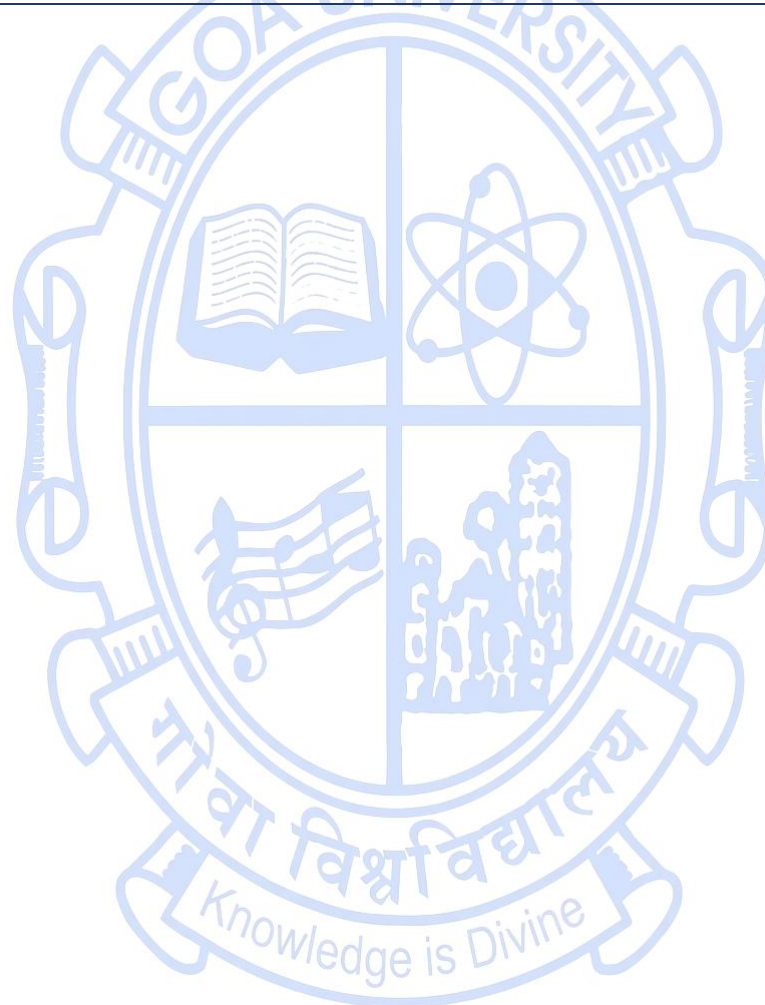
	<ul style="list-style-type: none"> <li>• Role Plays</li> <li>• Group Discussions</li> <li>• Structured Exercises</li> <li>• Blended learning</li> <li>• Reflective Learning</li> </ul>
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Collie W. Conoley, M. J. (2017). Goal Focused Positive Psychotherapy: A Strengths-Based Approach. OUP USA.</li> <li>2. John J Murphy, J. A. (2018). Strengths-based Therapy Distinctive Features. New York: Taylor &amp; Francis</li> </ol>
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Jane E. Myers, T. J. (2000). The Wheel of Wellness Counseling for Wellness: A Holistic Model for Treatment Planning. Journal of Counseling and Development, 78(3), 251-266.</li> <li>2. Myers, J. E., &amp; Sweeney, T. J. (2004). The Indivisible Self: An Evidence-Based Model of Wellness. Journal of Individual Psychology, 60(3), 234-245.</li> <li>3. Myers, J. E., &amp; Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. Journal of Counseling &amp; Development, 86, 482-493.</li> </ol>



<b>Title of the Course</b>	Psychotherapeutic Approaches in Counselling – II	
<b>Course Code</b>	WCP-5005	
<b>Number of Credits</b>	4	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	500	
<b>Effective from AY</b>	2025-2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	WCP-5002	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To forge a comprehensive view of human nature in the light of the theoretical approaches</li> <li>2. To be able to implement techniques prescribed within each approach</li> <li>3. To evaluate the effectiveness of the approaches in dealing with various client concerns</li> <li>4. To be able to incorporate the strengths based approach in the use of these therapeutic approaches</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Explain the development of human nature in keeping with the aforementioned therapeutic approaches	PSO 1
	CO 2. Apply techniques prescribed within each approach	PSO 4
	CO 3. Examine the effectiveness of the aforementioned approaches in dealing with various client concerns	PSO 4

	CO 4. Apply the strengths based approach in the use of these therapeutic approaches		PSO 7	
Content:		No of hours	Mapped to CO	Cognitive Level
<b>Module 1:</b>	<b>1 - Transactional Analysis (TA)</b> 1.1 View of human nature – ego states, transactions, life positions 1.2 The therapeutic process and techniques 1.3 Application of TA	15	CO 1, CO 2, CO 3, CO 4	K2, K3, K4
<b>Module 2:</b>	<b>2- Behaviour Therapy</b> 2.1 Introduction to the theoretical basis of behaviour therapy 2.2 Stages and techniques 2.3 Application of behaviour therapy	15	CO 1, CO 2, CO 3, CO 4	K2, K3, K4
<b>Module 3:</b>	<b>3 - Cognitive Approaches to Counselling</b> 3.1 Rational Emotive Behaviour Therapy (REBT) 3.2 Cognitive Behaviour Therapy (CBT) 3.3 Reality Therapy	15	CO 1, CO 2, CO 3, CO 4	K2, K3, K4
<b>Module 4:</b>	<b>4- Holistic Approaches to Counselling</b> 4.1 Solution Focused Therapy (SFT) 4.2 Eclectic and Integrative Approaches	15	CO 1, CO 2, CO 3, CO 4	K2, K3, K4
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Role Plays</li> <li>● Group Discussions</li> <li>● Case Studies</li> <li>● Reflective Learning</li> </ul>			
<b>Texts:</b>	1. Corey, G. (2023). Theory and Practice of Counselling and Psychotherapy (11th Ed). Cengage Learning. 2. Seligman, L. & Reichenberg, L.W. (2013). Theories of Counseling and psychotherapy: systems, strategies, and			

	skills. (4th ed.). Pearson. 3. Sharf, R. S. (2020). Theories of Psychotherapy and Counselling. Cengage Learning.
<b>References/ Readings:</b>	1. Gladding, S. T. (2021). Theories of Counselling (3rd Ed). Maryland: Rowman & Littlefield Publishers. 2. Wubbolding, R. E. (2017). Reality Therapy and Self-Evaluation: The Key to Client Change. Germany: Wiley.



<b>Title of the Course</b>	Personality in Positive Psychology	
<b>Course Code</b>	WCP-5006	
<b>Number of Credits</b>	04	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	500	
<b>Effective from AY</b>	2025-2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	Nil	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To understand the core concepts of personality psychology and positive psychology.</li> <li>2. To examine the role of strengths, virtues, and character in promoting positive psychological functioning.</li> <li>3. To analyse the impact of personality on resilience and the ability to bounce back from adversity.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1.Explain the roots, key concepts, and assumptions of Positive Psychology	PSO 1, PSO 2
	CO 2.Explain the role of personality in influencing well-being, positive emotions and personal growth	PSO 7
	CO 3.Identify sources of strength in individuals that enable them to cope with setbacks	PSO 2
	CO 4.Apply positive psychology interventions to enhance individual wellbeing	PSO 1
	CO 5.Discuss strategies that can be useful in post-traumatic growth	PSO 2, PSO 8

<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1- Exploring Personality and Positive Psychology</b> 1.1. Positive Psychology: Roots, Assumptions, Goals 1.2. Understanding Personality for Personal and Professional Growth 1.3. How Positive Psychology Aligns with and complements the Big Five Personality Traits 1.4. Positive Psychology in a Cultural Context	<b>15</b>	CO1	K2
<b>Module 2:</b>	<b>2- Positive Emotions and Subjective Wellbeing</b> 2.1. Positive Emotions and it's Benefits 2.2. Impact of Positive Emotions on Health and Wellbeing 2.3. Happiness and Subjective Wellbeing 2.4. Antecedents of Subjective Wellbeing	<b>15</b>	CO2, CO3	K2, K1
<b>Module 3:</b>	<b>3- Sources Of Strength</b> 3.1. Character Strengths, Virtues, Values and their function 3.2. Resilience: sources, factors of resilience in children and disadvantaged youth 3.3. Hope: antecedents, components, factors influencing hope, cultivation of hope 3. 4. Interventions Based on Positive Psychology	<b>15</b>	CO3, CO4	K1, K3
<b>Module 4:</b>	<b>4 - Post Traumatic Growth</b> 4.1. Types of Traumas 4.2. Positive and Negative Effects of Trauma 4.3. Explanations for Growth Through Trauma 4. 4. Trauma Therapy Techniques	<b>15</b>	CO3, CO5	K1, K4, K3
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Group Discussion</li> <li>● Collaborative Learning</li> </ul>			

	<ul style="list-style-type: none"> <li>● Blended Learning</li> <li>● Reflective Learning</li> </ul>
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Baumgardner, S. R., &amp; Crothers, M. K. (2009). Positive psychology. Prentice Hall/Pearson Education.</li> <li>2. Kumar,U. et al (2015) Positive Psychology: Applications In Work, Health And Well-Being. Pearson Education Services Pvt. Ltd.</li> <li>3. Lopez, S. J., Pedrotti, J. T., &amp; Snyder, C. R. (2019). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. SAGE.</li> </ol>
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. C. R. Snyder (2005). Teaching: The Lessons of Hope. Journal of social and clinical psychology, vol. 24, no. 1, pp. 72-84</li> <li>2. Ego Strengths – And Their Absence By: Kardum, Igor; Hudek[1]Knezevic, Jasna. International Journal of Clinical Health &amp; Psychology. Sep2012, Vol. 12 Issue 3, p373-387. 15p</li> <li>3. Hemingway. (1998) The Complete Short Stories of Ernest Hemmingway. Turtleback Books</li> <li>4. Integrating Positive Psychology Into Counseling: Why And (When Appropriate) How. By: Harris, Alex H. S.; Thoresen, Carl E.; Lopez, Shane J. Journal Of Counseling &amp; Development. Winter2007, Vol. 85 Issue 1, p3-13. 11p</li> <li>5. On Human Resilience: Our Role As Counselors By: Roland, Catherine B. Adultspan Journal. Spring2006, Vol. 5 Issue 1, P2-3. 2p.</li> <li>6. Ryan M. Niemiec (2019): Finding the golden mean: the overuse, underuse, and optimal use of character strengths, Counselling Psychology Quarterly, DOI: 10.1080/09515070.2019.1617674</li> <li>7. Scheper-Hughes, N. (2008) ‘A Talent for Life: Reflections on Human Vulnerability and Resilience’, Ethnos, 73(1), pp. 25–56. doi:10.1080/00141840801927525.</li> </ol>

<b>Title of the Course</b>	Counsellor Training in Suicide Prevention, Intervention and Postvention	
<b>Course Code</b>	WCP-5007	
<b>Number of Credits</b>	4	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	500	
<b>Effective from AY</b>	2025-2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	WCP-5000	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To familiarize students with suicide risk screening and assessment techniques as well as the skills required to intervene with persons at risk of suicide</li> <li>2. To acquire skills for intervention and treatment techniques for individuals with suicidal thoughts and behaviours</li> <li>3. To demonstrate knowledge of issues, dynamics, and challenges related to suicide bereavement and aftermath</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Discuss suicide with a person at risk in a direct manner	PSO 6
	CO 2. Conduct a risk assessment and develop a treatment plan for the at risk client which employs intervention techniques and methods appropriate to the level of risk.	PSO 8
	CO 3. Identify and use postvention approaches with survivors of suicide loss	PSO 4

	CO 4. Understand risk and protective factors for suicide and prepare appropriate prevention plans		PSO 6, PSO 8	
	CO 5. To compare and contrast major theories of suicide and evaluate their applicability in different contexts.		PSO 1	
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1 - An Overview of Suicide</b> 1.1 Definition of Terms 1.2 Statistics Related to Suicide 1.3 Facts and Myths about Suicide 1.4 Risk Factors and Protective Factors	<b>15</b>	CO1, CO4	K2,K3
<b>Module 2:</b>	<b>2 - Theories of Suicide</b> 2.1 Interpersonal Theory of Suicide 2.2 The Three Step Theory -3ST 2.3 Integrative Motivational–Deliberative Model 2.4 Variable Predisposition Theory	<b>15</b>	CO5	K4,K5
<b>Module 3:</b>	<b>3 - Suicide Risk Assessment and Prevention</b> 3.1 Self-Assessment of Attitudes and Beliefs 3.2 Suicide Risk Assessment Tools 3.3 Suicide Prevention Strategies	<b>15</b>	CO2	K3,K6
<b>Module 4:</b>	<b>4- Suicide Intervention and Postvention</b> 4.1. Counselling skills when working with clients at risk of suicide 4.2. Suicide Intervention Models– ABC Model, 7 Stage Crisis Intervention Model, SAFER-R Model 4.3. Postvention In Schools and Colleges 4.4. Working with Survivors of Suicide Loss	<b>15</b>	CO3, CO4	K1,K2,K3

	4.5. Self-care for the counsellor 4.6. Ethical and Legal Considerations			
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Collaborative Learning</li> <li>● Blended Learning</li> <li>● Quiz</li> <li>● Reflective Learning</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Granello, D. H., &amp; Granello, P. F. (2007). <i>Suicide: An essential guide for helping professionals and educators</i>. Boston, MA: Pearson Prentice Hall</li> <li>2. Reeves, A. (2010). <i>Counselling Suicidal Clients</i>. United Kingdom: SAGE Publications. Issued on: 03/01/2025 43</li> </ol>			
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Hirsch, J. K., Chang, E. C., &amp; Kelliher Rabon, J. (2018). <i>A Positive Psychological Approach to Suicide</i>. Springer International Publishing.</li> <li>2. McAdams, C. R., &amp; Foster, V. A. (2000). Client suicide: Its frequency and impact on counselors. <i>Journal of Mental Health Counseling</i>, 22(2), 107–121</li> <li>3. Miller, C.A. (2012). <i>This is how it feels: A memoir-Attempting suicide and finding life</i>. Publisher: Craig A. Miller.</li> <li>4. O'Connor, R. (2021). <i>When It Is Darkest: Why People Die by Suicide and What We Can Do to Prevent It</i>. United Kingdom: Ebury Publishing.</li> <li>5. <i>Oxford Textbook of Suicidology and Suicide Prevention</i>. (2021). United Kingdom: Oxford University Press.</li> <li>6. Stanley, B., &amp; Brown, G. K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. <i>Cognitive and Behavioral Practice</i>, 19(2), 256–264.</li> <li>7. Van Orden, KA, Witte, TK, Cukrowicz, KC, Braithwaite, SR, Selby, EA, &amp; Joiner, TE (2010). The interpersonal theory of suicide. <i>Psychological Review</i>, 117, 575-600. doi: 10.1037/a0018697</li> <li>8. Yöyen, E.; Kele,s, M. First-and Second-Generation Psychological Theories of Suicidal Behaviour. <i>Behav.Sci.</i> 2024, 14, 710.</li> </ol>			

### Discipline Specific Elective (DSE) Courses

<b>Title of the Course</b>	Grief Counselling	
<b>Course Code</b>	WCP-5203	
<b>Number of Credits</b>	04	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	400	
<b>Effective from AY</b>	2025-2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	WCP-5000, WCP-5001	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To develop knowledge and understanding of the dynamics and process of grief</li> <li>2. To comprehend the psychological, emotional, and physical responses to grief.</li> <li>3. To become aware of the different types of grief and the complex emotions related to grief and loss</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Evaluate various theoretical models of grief and their practical applications.	PSO 1
	CO 2. Support individuals going through chronic illness	PSO 4, PSO 7
	CO 3. Apply specific counseling principles and interventions that may be helpful in working with bereaved clients experiencing grief reactions	PSO 4

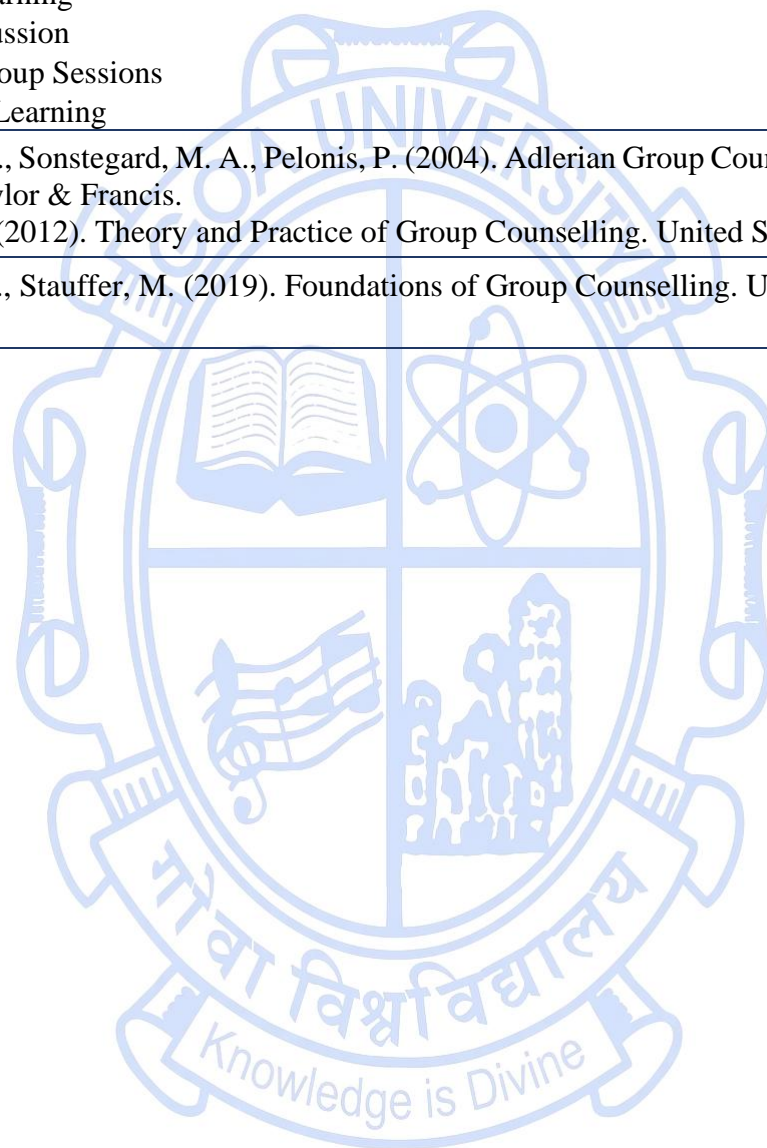
	CO 4. Identify and resolve challenges when working with bereaved clients		PSO 2, PSO 8, PSO 3
	CO 5. Analyze the influence of lifespan stages, gender, and cultural contexts on grief reactions and coping mechanisms.		PSO 7
	CO 6. Demonstrate self-care and resilience strategies for counselors working with chronic illness and grief-related concerns.		PSO 3
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b> <b>Cognitive Level</b>
<b>Module 1:</b>	<b>1 - Introduction to Grief</b> 1.1. Grief: types of grief, difference between grieving, bereavement & mourning, common misconceptions 1.2. Cultural Influences on Grief and Mourning Practices 1.3. Grief Counseling: goals, skills and techniques 1.4. Challenges while working with the Bereaved	<b>15</b>	CO5 K4
<b>Module 2:</b>	<b>2 - Theories of Grief</b> 2.1. Tasks of Mourning 2.2. The Continuing Bonds Theory 2.3. Dual Process Model of Grief 2.4. Stages of Grief - Kubler Ross Model	<b>15</b>	CO1. CO3, CO4 K5, K3, K4
<b>Module 3:</b>	<b>3 - Grief across the Life Span</b> 3.1. Differences In Men and Women Grieving 3.2. Grief In Childhood, Responses to Grief and Interventions 3.3. Grief In Adolescence, Responses to Grief and Interventions 3.4. Grief In Young, Middle, Late Adulthood, Responses to Grief and Interventions	<b>15</b>	CO2, CO3, CO5 K3, K4
<b>Module 4:</b>	<b>4 - Grief and Chronic Illness: Counseling Approaches</b> 4.1. Understanding The Grief Experience in Chronic Illness	<b>15</b>	CO2, CO6 K3

	<p>4.2. Psychological Impact on Individuals and Families</p> <p>4. 3. Coping Mechanisms and Adjustment to Chronic Illness</p> <p>4.4. Counseling Approaches for Psychological Well-Being.</p> <p>4.5. Self-Care Approaches for Professionals</p>			
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Case Discussion</li> <li>● Blended Learning</li> <li>● Role Play</li> <li>● Reflective Learning</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Hooyman, N. R., Kramer, B. J., Sanders, S. (2021). Living Through Loss: Interventions Across the Life Span. United Kingdom: Columbia University Press.</li> <li>2. Winokuer, H. R., Harris, D. (2015). Principles and Practice of Grief Counseling, Second Edition. United States: Springer Publishing Company.</li> </ol>			
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Cohen, J. A., &amp; Mannarino, A. P. (2011). Supporting children with traumatic grief: What educators need to know. School Psychology International, 32(2), 117–131.</li> <li>2. Ferow, A. (2019). Childhood Grief and Loss. European Journal of Educational Sciences, Special Edition, 1-13.</li> <li>3. Larsen, P. D., Lubkin, I. M. (2009). Chronic Illness: Impact and Intervention. United Kingdom: Jones and Bartlett Publishers.</li> <li>4. Malone, P. A. (2016). Counseling Adolescents Through Loss, Grief, and Trauma. United Kingdom: Taylor &amp; Francis.</li> <li>5. Price, J., &amp; Jones, A. M. (2015). Living Through the Life-Altering Loss of a Child: A Narrative Review. Issues in Comprehensive Pediatric Nursing, 38(3), 222–240.</li> <li>6. Techniques of Grief Therapy: Assessment and Intervention. (2015). United Kingdom: Taylor &amp; Francis</li> </ol>			
<b>Web Resources:</b>	<ol style="list-style-type: none"> <li>1. Tony Walter BA PhD (2010) Grief and culture, Bereavement Care, 29:2, 5-9,</li> <li>2. DOI: 10.1080/02682621003707431. Retrieved from <a href="https://www.researchgate.net/profile/Tony-Walter/publication/247529380_Grief_and_culture/links/55f06bda08aef559dc46cccc/Grief-and-culture.pdf">https://www.researchgate.net/profile/Tony-Walter/publication/247529380_Grief_and_culture/links/55f06bda08aef559dc46cccc/Grief-and-culture.pdf</a></li> </ol>			

<b>Title of the Course</b>	Group Counselling	
<b>Course Code</b>	WCP-5204	
<b>Number of Credits</b>	4	
<b>Theory/Practical</b>	Theory	
<b>Level</b>	400	
<b>Effective from AY</b>	2025-2026	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	WCP-5000, WCP-5002	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of the theoretical foundations of group work and Adlerian group counselling</li> <li>2. To examine dynamics associated with group process and development.</li> <li>3. To understand therapeutic factors and how they contribute to group effectiveness.</li> <li>4. To examine characteristics and functions of effective group leaders</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Comprehend the principles of group dynamics, including group process components, therapeutic factors, the roles and behaviors of group members, the stages of group development	PSO 7
	CO 2. Develop counselling skills to promote constructive behaviors and intervention skills to modify inhibiting factors operating in groups.	PSO 5
	CO 3. Facilitate Adlerian counselling in groups, working through the phases of establishing a	PSO 1

	relationship, assessment, insight and reorientation			
	CO 4. Discuss ethical issues and acquire ethical behaviors relevant to the practice of group counselling		PSO 7	
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1. Introduction to Group Work</b> 1.1 Types of Groups 1.2 Rationale for Group Counselling 1.3 Therapeutic Factors in Groups 1.4 Planning a Group	<b>15</b>	CO2	K3
<b>Module 2:</b>	<b>2. Understanding Group Development</b> 2.1 Group Dynamics 2.2 Group Process - Stages and Issues 2.3 Member Roles and Behaviours 2.4 Dealing with Difficult Situations	<b>15</b>	CO1, CO2	K2, K3
<b>Module 3:</b>	<b>3 Elements of Effective Leadership</b> 3.1 Personal Characteristics of a Leader 3.2 Group Leadership Skills 3.3 Evaluation of Effectiveness of the Leader 3.4 Ethical Considerations when Leading Groups	<b>15</b>	CO4	K5
<b>Module 4:</b>	<b>4 Adlerian Group Counselling</b> 4.1 Key Concepts and Rationale 4.2 Role and Function of the Adlerian Leader 4.3 Phases in Adlerian Groups 4.4 Techniques used in Adlerian Groups	<b>15</b>	CO3	K3
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> </ul>			

	<ul style="list-style-type: none"> <li>• Flipped Learning</li> <li>• Class Discussion</li> <li>• Practice Group Sessions</li> <li>• Reflective Learning</li> </ul>
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Bitter, J. R., Sonstegard, M. A., Pelonis, P. (2004). Adlerian Group Counselling and Therapy: Step-by-Step. United States: Taylor &amp; Francis.</li> <li>2. Corey, G. (2012). Theory and Practice of Group Counselling. United States: Brooks/Cole Cengage Learning.</li> </ol>
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Capuzzi, D., Stauffer, M. (2019). Foundations of Group Counselling. United Kingdom: Pearson Education.</li> </ol>



### SEMESTER III

#### Research Specific Elective (RSE) Courses

<b>Title of the Course</b>	Research Methodology
<b>Course Code</b>	WCP-6000
<b>Number of Credits</b>	4T
<b>Theory/Practical</b>	Theory
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	1. To understand the various research methods in psychology 2. To equip the student's knowledge of the different methods of data analysis and collection in research. 3. To analyze and distinguish between the different experimental designs.	
<b>Course Outcomes:</b>	CO 1. Comprehend the fundamental research methods employed in the field of psychology.	<b>Mapped to PSO</b> PSO 5
	CO 2. Develop proficiency in writing various scientific documents, including theses,	PSO 5, PSO 3

	dissertations, and research papers			
	CO 3. Apply core quantitative and qualitative research principles to effectively conduct and analyze psychological research.		PSO 5	
	CO 4. Demonstrate an understanding of qualitative research methods relevant for pursuing advanced research degrees, such as a Doctor of Philosophy (Ph.D.).		PSO 5, PSO 3	
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1. Introduction to Research Methodology</b> 1.1 Research – objectives, types and approaches 1.2 Significance Of research 1.3. Problems encountered by researchers in India 1.4 Ethics in psychological research	<b>15</b>	CO1	K1, K2
<b>Module 2:</b>	<b>2. Fundamental Research Concepts</b> 2.1 Research process 2.2 Research variables: operational definition, independent variable, dependent variable, extraneous variable 2.3 Research problem: definition, selection and techniques involved in defining a problem 2.4 Hypotheses: Definition, Formulation, Types, Importance	<b>15</b>	CO1, CO3	K2, K3, K4
<b>Module 3:</b>	<b>3. Introduction to Qualitative Research</b> 3.1 Qualitative research – Emergence and Importance 3.2 Methods of data collection: Documents, Case studies, Ethnography, Qualitative Interviews, Other qualitative data collection techniques: photographs, films, videos, conversations, texts 3.3 Qualitative data analysis: Content analysis, Thematic analysis, Narrative analysis, Grounded theory analysis, Discourse analysis	<b>15</b>	CO 3, CO4	K2, K3, K4, K6

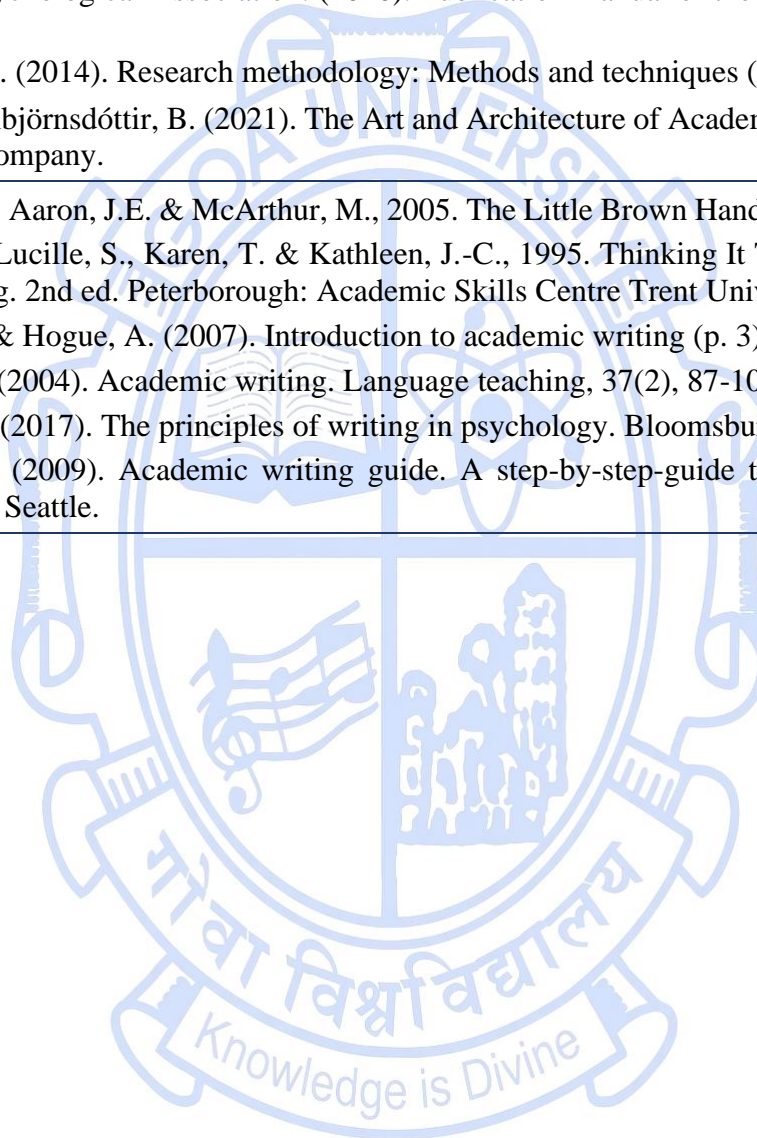
<b>Module 4:</b>	<p><b>4. Introduction to Quantitative Research</b></p> <p>4.1 Quantitative research – meaning and importance</p> <p>4.2 Sampling techniques: Probability and non probability sampling methods Sampling techniques: Deliberative sampling, simple random sampling, systematic sampling, stratified sampling, quota sampling, cluster sampling and area sampling, multistage sampling</p> <p>Data collection Methods: Interviews, Questionnaires, Surveys, Observation, Experiments.</p> <p>4.3 Experimental designs: experimental and quasi experimental design randomized block designs, repeated measures design, latin square, time series, single subject designs</p>	<b>15</b>	CO3	K2, K3, K4, K6
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● Group discussions</li> <li>● Collaborative Learning</li> <li>● Experiential learning</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Anastasi, Anne. (2014). <i>Psychological Testing, 4th ed.</i> (4). : Macmillan Press Ltd 1.</li> <li>2. Best, J. W., &amp; Kahn, J. V. (2006). <i>Research in education</i> (10th ed.). Pearson Education, Inc.</li> <li>3. Kantowitz, B. H., Roediger, III, H. L., &amp; Elmes, D. G. (2008). <i>Experimental psychology</i> (9th ed.). Wadsworth Publishing.</li> <li>4. Kothari, C. R. (2014). <i>Research methodology: Methods and techniques</i> (3rd ed.). New Age International</li> </ol>			
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Biber, S.N.H &amp; Leavy(2006).<i>The practice of qualitative research</i>. New Delhi: Sage publications .</li> <li>2. Bryman, A. (Ed.). (2007). <i>SAGE benchmarks in social science research methods</i> (Vols. I–IV, 1st ed.). SAGE Publications, New Delhi, India.</li> <li>3. Kidder, L. H., &amp; Fine, M. (1997). <i>Qualitative inquiry in psychology: A radical tradition</i>. In D. Fox &amp; I. Prilleltensky (Eds.), <i>Critical psychology: An introduction</i> (pp. 34–50, 1st ed.). SAGE Publications, London, UK.</li> <li>4. Ritchie, J., &amp; Lewis, J. (Eds.). (2003). <i>Qualitative research practice: A guide for social science students and researchers</i> (1st ed.). SAGE Publications, New Delhi, India.</li> <li>5. Silverman, D., &amp; Marvasti, A. (2008). <i>Doing qualitative research</i> (1st ed.). SAGE Publications, New Delhi, India.</li> </ol>			

<b>Title of the Course</b>	Academic Writing: APA Guidelines
<b>Course Code</b>	WCP-6001
<b>Number of Credits</b>	4T
<b>Theory/Practical</b>	Theory
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II			
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To familiarize students with the principles of academic writing.</li> <li>2. To equip students with the contextual information and process of academic writing as per the latest APA guidelines.</li> <li>3. To acquaint students with techniques in academic writing as per the latest APA guidelines.</li> </ol>			
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>		
	CO 1. Understand the aim and principles of academic writing	PSO 5		
	CO 2. Explain the referencing and publication process	PSO 5		
	CO 3. Develop skills in academic writing for research purposes	PSO 5		
	CO 4. Apply APA guidelines to prepare manuscripts for research	PSO 6		
<b>Content:</b>		<b>No of</b>	<b>Mapped</b>	<b>Cognitive</b>

		hours	to CO	Level
<b>Module 1:</b>	<b>1. Introduction to Academic Writing</b> 1.1 Goals and Principles of Academic Writing 1.2 Types of Articles and Papers 1.3 Responsible use of AI and technology in Academic Writing 1.3 Overview of the Publication Process	15	CO 1, CO 2	K1, K2, K3
<b>Module 2:</b>	<b>2. APA Guidelines</b> 2.1 Paper Format 2.2 Mechanics of Style 2.3 Tables and Figures 2.4 Citations 2.5 References	15	CO 2, CO 3	K1,K2,K 3,K4
<b>Module 3:</b>	<b>3. Writing Style and Grammar</b> 3.1 Effective scholarly writing 3.2 Grammar and Usage 3.3 Bias Free Language	15	CO 3	K2,K3,K 4
<b>Module 4:</b>	<b>4. Writing Process</b> 4.1 Choosing a topic 4.2 Developing a thesis statement 4.3 Planning the manuscript – Introduction, Body of Content, Conclusion 4.4 Revising, Editing, Proof reading 4.5 Preparing a manuscript	15	CO 4	K2,K3,K 4,K5,K6
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Structured Exercises</li> <li>● Experiential Learning – preparing a manuscript</li> </ul>			

<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.)</li> <li>2. Kothari, C. R. (2014). Research methodology: Methods and techniques (3rd ed.). New Age International</li> <li>3. Prinz, P., Arnbjörnsdóttir, B. (2021). The Art and Architecture of Academic Writing. Netherlands: John Benjamins Publishing Company.</li> </ol>
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Fowler, R.H., Aaron, J.E. &amp; McArthur, M., 2005. The Little Brown Handbook. 4th ed. Toronto: Pearson Longman.</li> <li>2. Heather, A., Lucille, S., Karen, T. &amp; Kathleen, J.-C., 1995. Thinking It Through: A Practical Guide To Academic Essay Writing. 2nd ed. Peterborough: Academic Skills Centre Trent University Peterborough.</li> <li>3. Oshima, A., &amp; Hogue, A. (2007). Introduction to academic writing (p. 3). Pearson/Longman</li> <li>4. Paltridge, B. (2004). Academic writing. Language teaching, 37(2), 87-105.</li> <li>5. Smyth, T. R. (2017). The principles of writing in psychology. Bloomsbury Publishing.</li> <li>6. Whitaker, A. (2009). Academic writing guide. A step-by-step-guide to writing academic papers. Seattle: City University of Seattle.</li> </ol>



<b>Title of the Course</b>	Basic Statistics in Social Sciences
<b>Course Code</b>	WCP-6002
<b>Number of Credits</b>	4T
<b>Theory/Practical</b>	Theory
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To understand various statistical methods and their applications in psychology.</li> <li>2. To apply knowledge of Statistical Package for the Social Sciences (SPSS) to analyze psychological data.</li> <li>3. To analyze methods of data collection, and organize and summarize data effectively using appropriate statistical techniques.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Demonstrate a comprehensive understanding of fundamental concepts in applied statistics relevant to psychological and social science research.	PSO5
	CO 2. Explain and interpret various statistical methods and evaluate their appropriate applications in different research contexts.	PSO5
	CO 3. Utilize statistical software tools commonly used in social science research, with practical proficiency in the Statistical Package for the Social Sciences (SPSS) for data	PSO5 , PSO8

	analysis.			
	CO 4. Application of the different statistics methods.		PSO5, PSO8	
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1. Concepts in Statistics</b> 1.1 Meaning and importance of statistics in social sciences 1.2 Types of variables employed in statistical measurement 1.3 Scales of measurement: Nominal, ordinal, interval, ratio scale 1.4 Methods of organizing data: statistical tables, rank order, frequency distribution (Normal distribution curve) 1.5 SPSS: Understanding SPSS and its function	<b>15</b>	CO1, CO3	K1, K2, K3
<b>Module 2:</b>	<b>2. Measures of Central Tendency and Dispersion</b> 2.1 Meaning of measures of Central tendency: Mean, Median and Mode (advantages, disadvantages, calculations for grouped and ungrouped data) 2.2 Uses of mean, median, mode 2.3 Meaning and importance of measures of variability: Range, average deviation, standard deviation, quartile deviation (advantages, disadvantages, calculations for grouped and ungrouped data) 2.4 When to use the different measures of variability.	<b>15</b>	CO2, CO4	K1, K2, K3, K4
<b>Module 3:</b>	<b>3. Correlation and Regression</b> 3.1 Correlation: product moment correlation, rank order correlations, biserial and point biserial, tetrachoric and phi –coefficient, partial and multiple correlations 3.2 Linear regression 3.3 Multiple regression 3.4 Using SPSS for correlation and Regression	<b>15</b>	CO2, CO3, CO4	K2, K3, K4, K6

<b>Module 4:</b>	<b>4. Inferential Statistics</b> 4.1 Probability theory 4.2 Analysis of Variance ( ANOVA) : One way and two way ANOVA, t test, f test 4.3 Non Parametric Tests: sign test, median test, mann-whitney u test, chi square test, kruskal walles test 4.4 Using SPSS for parametric and non parametric tests of significance.	<b>15</b>	CO2, CO3, CO4	K2, K3, K4, K5, K6
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● Group discussion</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Bluman, A. G. (2012). <i>Elementary statistics: A step-by-step approach</i> (8th ed.). McGraw-Hill, New York, NY, USA.</li> <li>2. Brace, N., Kemp, R., &amp; Snelgar, R. (2012). <i>SPSS for psychologists: A guide to data analysis using SPSS for Windows</i> (5th ed.). Palgrave Macmillan, New York, NY, USA.</li> <li>3. Gaur, A. S., &amp; Gaur, S. S. (2009). <i>Statistical methods for practice and research: A guide to data analysis using SPSS</i> (2nd ed.). SAGE Publications, London, UK.</li> <li>4. Gupta, S. C. (2004). <i>Fundamentals of statistics</i> (6th ed.). Himalaya Publishing House, New Delhi, India.</li> </ol>			
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Kerlinger, F. N. (2010). <i>Foundations of behavioural research</i> (12th Indian reprint). Surjeet Publications, New Delhi, India.</li> </ol>			

<b>Title of the Course</b>	Ethical Standards for Research
<b>Course Code</b>	WCP-6003
<b>Number of Credits</b>	4T
<b>Theory/Practical</b>	Theory
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To understand the various aspects to ethical research and develop research integrity</li> <li>2. To acquire knowledge about the guidelines for research in counselling professions</li> <li>3. To become aware of the various responsibilities of the researcher</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Discuss best practices in research and develop skills to identify research misconduct and the types of ethical issues pertaining to research	PSO 5
	CO 2. Demonstrate comprehensive knowledge of ethics relevant to psychological and counselling research	PSO 5
	CO 3. Apply Ethical Problem Solving Models to resolve conflicts that arise in the research process	PSO 6

	CO 4. Utilize an ethical approach when dealing with research participants	PSO 6		
Content:		No of hours	Mapped to CO	Cognitive Level
<b>Module 1:</b>	<p><b>1. Responsibilities of Researchers</b></p> <p>1.1 Upholding Ethical Principles: trustworthiness, transparency, accountability, respect, social responsibility, value, quality and rigour in research</p> <p>1.2 Research Integrity: record keeping, compliance with law &amp; guidelines, researcher competence, absence of conflicts of interest.</p> <p>1.3 Risk Assessment and Safety Considerations: avoiding harm, maintaining personal boundaries, self-care of the researcher.</p>	15	CO 1, CO 2	K1, K2, K3,
<b>Module 2:</b>	<p><b>2. Ethical Issues in Research</b></p> <p>2.1 Rights of Research Participants: informed consent, confidentiality, anonymity and privacy</p> <p>2.2 Areas of Potential Ethical issues: power balances, deception, research with minors, immigrants, people of diverse sexual orientation and gender identity and other vulnerable participants</p> <p>2.3 Data and Safety Monitoring</p> <p>2.4 Ethical Considerations When Using Digital Technologies</p>	15	CO 2, CO 3	K2, K3, K4, K5
<b>Module 3:</b>	<p><b>3. Ethical Considerations for Research in Counselling</b></p> <p>3.1 Conducting Research with existing / former clients</p> <p>3.2 Conducting Research with other practitioner's existing / former clients</p> <p>3.3 Ethical issues in relationships between therapeutic practice and research</p> <p>3.4 Ethical problem solving in research</p>	15	CO 3, CO 4	K3, K4, K5, K6
<b>Module 4:</b>	<p><b>4. Publication Ethics and Best Practices</b></p> <p>4.1 Reporting Accurate Results</p>	15	CO 1	K2, K3, K5

	<p>4.2 Limitations and Errors</p> <p>4.3 Intellectual Property Rights</p> <p>4.4 Plagiarism: nature and types of plagiarism, plagiarism software checks, legal issues</p> <p>4.5 Responsible Publication</p>			
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Collaborative Learning</li> <li>● Reflective Learning</li> <li>● Case Discussions</li> <li>● Debate</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. British Association for Counselling and Psychotherapy. (n.d.). Ethical guidelines for research in the counselling professions. Lutterworth: BACP..</li> <li>2. Danchev, D., &amp; Ross, A. (2013). Research Ethics for Counsellors, Nurses &amp; Social Workers. SAGE.</li> <li>3. Oliver, P. (2010). The Student's Guide to Research Ethics.(2nd ed.) United Kingdom: McGraw-Hill Education. Open University Press.</li> <li>4. Panicker, S., &amp; Stanley, B. (Eds.). (2021). Handbook of research ethics in psychological science. American Psychological Association.</li> </ol>			
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. BOS, J. (2021). Research ethics for students in the Social Sciences. Springer International Publishing.</li> <li>2. Cooper, H. M. (2016). Ethical choices in research: Managing data, writing reports, and publishing results in the Social Sciences. United States: American Psychological Association.</li> <li>3. Flynn, L. R., &amp; Goldsmith, R. E. (2013). Case studies for ethics in academic research in the Social Sciences. United States: SAGE Publications.</li> <li>4. Robinson, S. E., &amp; Gross, D. R. (1986). Counseling research: Ethics and issues. Journal of Counseling &amp; Development, 64(5), 331–333.</li> <li>5. West, W. (2002). Some ethical dilemmas in counselling and counselling research. British Journal of Guidance and Counselling, 30(3), 261-268.</li> </ol>			

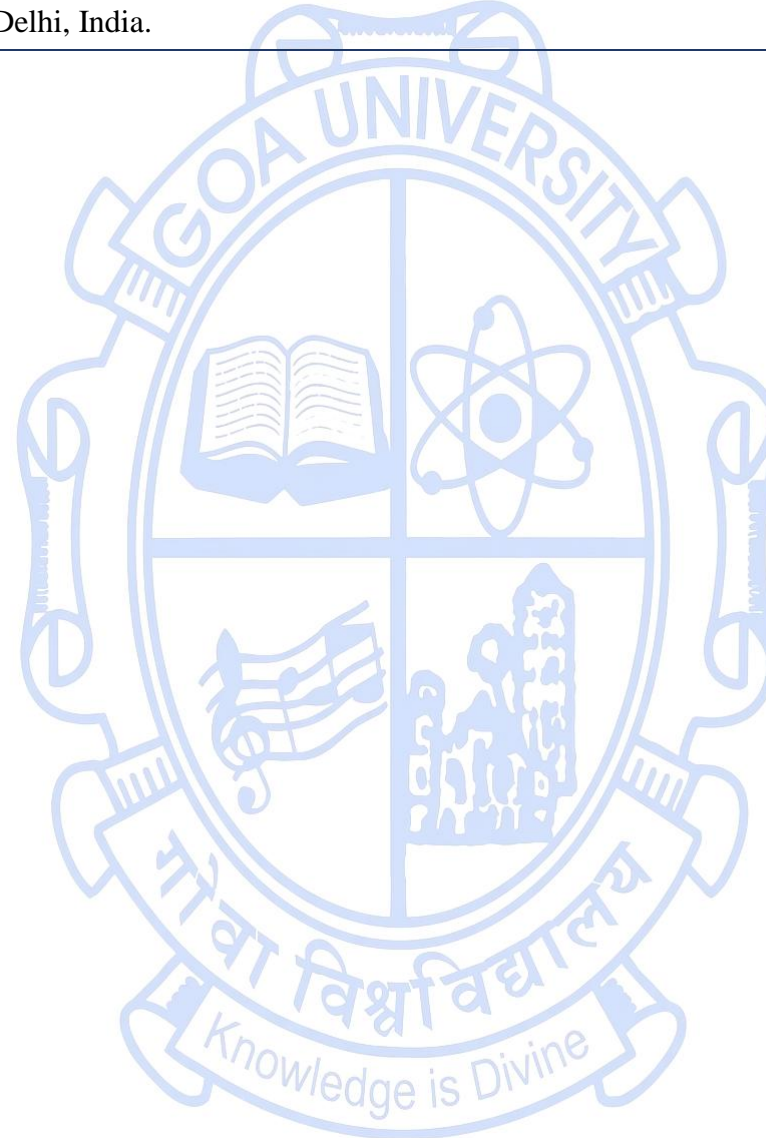
### Discipline Specific Vocational Elective (DSVE) Courses

<b>Title of the Course</b>	Psychological Assessments in Wellness Counselling	
<b>Course Code</b>	WCP-6401	
<b>Number of Credits</b>	2T + 2P	
<b>Theory/Practical</b>	Theory and Practical	
<b>Level</b>	500	
<b>Effective from AY</b>	2026-2027	
<b>New Course</b>	No	
<b>Bridge Course/ Value added Course</b>	No	
<b>Course for advanced learners</b>	No	
<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To familiarize students with key psychometric concepts, including the theories and principles underlying psychological test construction.</li> <li>2. To develop an understanding of the application and contextual interpretation of data derived from psychological measurement tools.</li> <li>3. To examine the nature, administration, and uses of projective techniques in psychological assessment.</li> </ol>	
<b>Course Outcomes:</b>	CO 1. Describe the foundational theories and principles of psychometrics, including concepts such as reliability, validity, and test standardization.	<b>Mapped to PSO</b> PSO5, PSO8
	CO 2. Administer psychological tests following standardized procedures and ethical	PSO4, PSO8

	guidelines.			
	CO 3. Analyze and interpret psychological measurement data within appropriate theoretical and contextual frameworks.		PSO5, PSO8	
	CO 4. Critically evaluate psychometric tools based on their construction, applicability, and effectiveness in psychological assessment.		PSO5, PSO8	
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1. Introduction to psychological testing</b> 1.1 Definition and uses of psychological tests 1.2 Historical antecedents to modern testing 1.3 Uses of tests in various settings 1.4 Fundamentals of administering a psychological tests 1.5 Appropriate use of tests in agencies and clinical practice.	<b>15</b>	CO1, CO2, CO4	K1, K2, K3
<b>Module 2:</b>	<b>2. Reliability And Validity</b> 2.1 Concept of reliability, sources of error variance 2.2 Reliability estimates: Test-retest, Parallel/alternate form, split-half, kuder richardson formulas, inter-scorer reliability 2.3 Concept of validity 2.4 Types of validity: face validity, content validity, criterion related validity, construct validity 2.5 Relationship between validity and reliability	<b>15</b>	CO1, CO4, CO3	K1, K2, K3, K4
<b>Module 3:</b>	<b>Practical Component</b>  <b>Projective Techniques</b> (Thematic apperception test, Sentence completion test, Draw a person test, Word association test) <b>Psychological Instruments</b> (Social development, Educational development: Scholastic	<b>60</b>	CO1, CO2, CO3, CO4	K2, K3, K4, K5

	<p>apitude scale, Emotional development: Emotional intelligence scale, Personal development: interest scale, personality test, attitude scale (VIA), Intellectual development: Wechsler’s Adult Intelligence Scale, Psychological Wellbeing Scale (PWBS–MVBK) - V Meher &amp; K Bariha</p> <p>Rapport Building: Importance and techniques of establishing rapport before testing; ethical and cultural considerations.</p> <p>Giving Instructions: Standardized delivery of test instructions; ensuring comprehension and maintaining neutrality.</p> <p>Test Administration: Procedures for conducting individual and group tests; maintaining standardization and test environment.</p> <p>Scoring and Interpretation: Scoring methods; use of norms; interpretation of results in clinical and cultural context.</p> <p>Report Writing: Preparing a report and sharing results</p> <p>Final Assessment: Journal entries, conduction of the test for the exam and oral presentation</p>			
<p><b>Pedagogy:</b></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Group discussions</li> <li>• Collaborative Pedagogy</li> </ul>			
<p><b>Texts:</b></p>	<ol style="list-style-type: none"> <li>1. Anastasi, A., &amp; Urbina, S. (2016). <i>Psychological testing</i> (7th ed.). Pearson Education India, New Delhi, India.</li> <li>2. Cohen, R. J., &amp; Swerdlik, M. E. (2018). <i>Psychological testing and assessment: An introduction to tests and measurement</i> (9th ed.). McGraw-Hill Education, New Delhi, India.</li> </ol>			

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|  | 3. Gregory, R. J. (2017). <i>Psychological testing: History, principles, and applications</i> (7th ed.). Pearson India Pvt. Ltd., New Delhi, India. |
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<b>Title of the Course</b>	Wellness Counselling in Schools
<b>Course Code</b>	WCP-6402
<b>Number of Credits</b>	2T + 2P
<b>Theory/Practical</b>	Theory and Practical
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	Yes
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To understand the developmental and systemic context of school counselling.</li> <li>2. To design and implement wellness-oriented guidance and intervention programmes.</li> <li>3. To apply ethical, cultural, and advocacy principles in school settings.</li> <li>4. To engage in collaboration and outreach with various school stakeholders.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Demonstrate awareness of the responsibilities and ethical standards that entail school counselling	PSO 3, PSO 6
	CO 2. Develop in-depth understanding of student wellbeing and related factors	PSO 7
	CO 3. Identify and assess student needs and strengths using various forms of assessments	PSO 2, PSO 8
	CO 4. Develop, implement and evaluate school based mental health services	PSO 4

Content:		No of hours	Mapped to CO	Cognitive Level
<b>Module 1:</b>	<b>1. Introduction to School Counselling</b> 1.1 Need and Scope of School Counselling 1.2 Characteristics and Role of the School Counsellor 1.3 Ethical Standards for School Counsellors 1.4 Advocacy and Leadership for School Counsellors	<b>15</b>	CO 1	K1, K2, K3, K4, K5
<b>Module 2:</b>	<b>2. Counselling for Student Well-being</b> 2.1 Student well-being – meaning, importance and dimensions 2.2 Common issues affecting student well-being – academic, behavioural, social, mental and emotional, environmental and family related 2.3 Creating Supportive School Environments – key elements, strategies and interventions for creating supportive school environments	<b>15</b>	CO 2	K1, K2, K3, K4, K5
<b>Module 3:</b>	<b>Practical Component</b> <ul style="list-style-type: none"> <li>● Direct Assessment Tools – Strengths based assessments, wellbeing assessments and career profiling tests</li> <li>● Indirect Assessment Tools – Observation, peer assessments, student data analysis</li> <li>● Planning school based mental health services – Goal setting (SMART, OKRs), identifying target groups and multi-stakeholder collaborators for school based mental health services</li> <li>● Designing and delivering school based mental health services – mental health promotion, universal prevention and targeted interventions for students needing more support</li> <li>● Evaluation and review of school based mental health services – measures for data collection and analysis</li> </ul> Final Assessment: Design a school based mental health service programme (assessments, content/services)	<b>60</b>	CO 3, CO 4	K3, K4, K5, K6

	and outcomes) – report, powerpoint presentation and reflective journal			
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Collaborative Learning</li> <li>● Reflective Learning</li> <li>● Case Discussions</li> <li>● Experiential Learning</li> <li>● Supervised Learning</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. American School Counselor Association. (2021). <i>ASCA National Model: A Framework for School Counseling Programs</i>. Alexandria, VA, USA: American School Counselor Association.</li> <li>2. Erford, B. T. (2019). <i>Transforming the School Counseling Profession</i> (5th ed.). Upper Saddle River, NJ, USA: Pearson.</li> </ol>			
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Parikh, D. M., &amp; R. (2019). Priorities and preferences for school-based mental health services. <i>Global Mental Health</i>. Cambridge, United Kingdom: Cambridge University Press.</li> <li>2. M. A. Odegard-Koester and P. Watkins. Collaborative Relationships Between Principals and School Counselors: Facilitating a Model for Developing a Working Alliance. Cape Girardeau, MO, USA: Southeast Missouri State University. Southeast Missouri State University.</li> <li>3. S. E. Davis. School Counselors As Collaborators. Chapel Hill, NC, USA: The University of North Carolina.</li> <li>4. Sudha R. Group Therapy, Psychodrama, Assertiveness Training and Counselling for Bullying Among Middle School Students in India. Department of Psychology, Avinashilingam University, Coimbatore, Tamil Nadu.</li> </ol>			
<b>Web Resources</b>	<ol style="list-style-type: none"> <li>1. HIGH5 Strengths Test: (<a href="#">Free Strengths Test   Find Your Character Traits &amp; Personality Types</a>)</li> <li>2. O-Net Interest Profiler: (<a href="#">Interest Profiler (IP) at O*NET Resource Center</a>)</li> <li>3. Truity Career Personality Profiler: (<a href="#">Career Aptitude Test   Free Quiz to Find the Right Career for Me</a>)</li> <li>4. Development Assets Framework: (<a href="https://searchinstitute.org/resources-hub/developmental-assets-framework">https://searchinstitute.org/resources-hub/developmental-assets-framework</a>)</li> <li>5. World Health Organization-Five Well-Being Index: (<a href="https://www.who.int/publications/m/item/WHO-UCN-MSD-MHE-2024.01">https://www.who.int/publications/m/item/WHO-UCN-MSD-MHE-2024.01</a>)</li> </ol>			

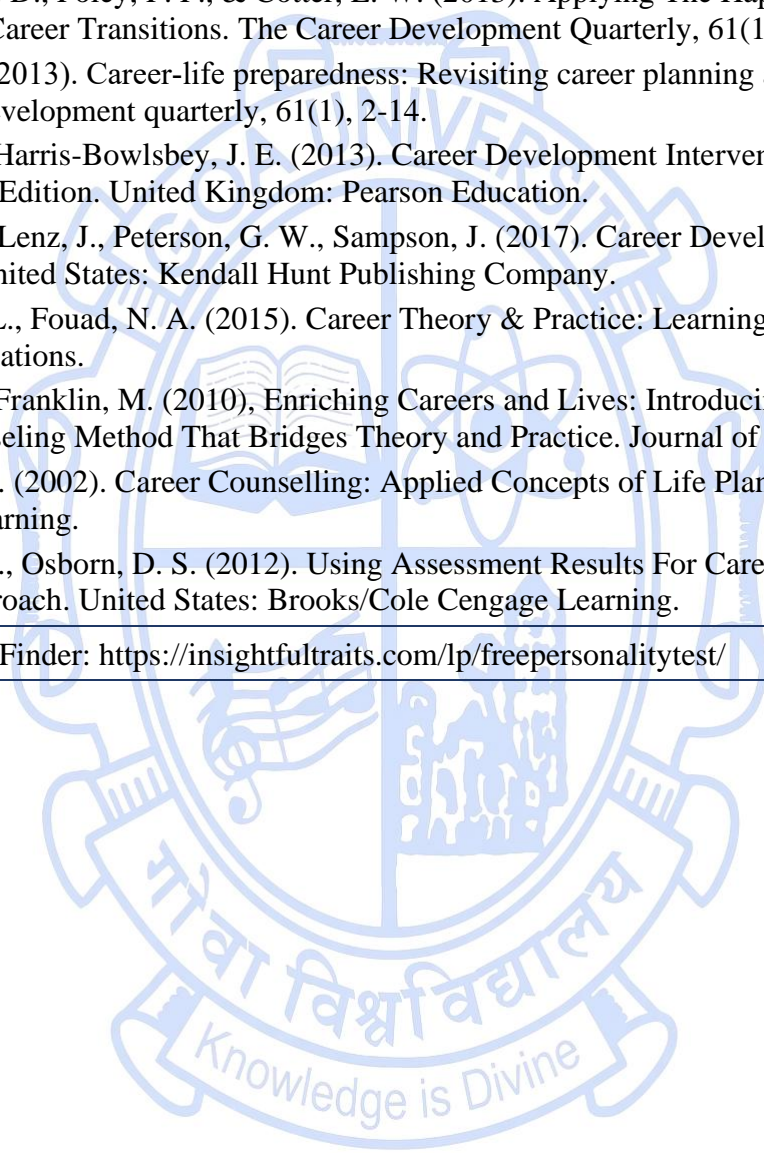
<b>Title of the Course</b>	Career Counselling
<b>Course Code</b>	WCP-6403
<b>Number of Credits</b>	2T+2P
<b>Theory/Practical</b>	Theory and Practical
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of the major career development theories and decision-making models.</li> <li>2. To understand the basic process and techniques of career counselling and acquire skills in career assessment.</li> <li>3. To explore issues, challenges and consequences for individuals and their families as a result of the changing world of work.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Understand the various factors influencing career choice and development	PSO 1
	CO 2. Identify appropriate career assessments and strategies for use in career intervention programs	PSO 8
	CO 3. Apply the career counseling process in assisting clients working on resolving career related issues	PSO 4

	CO 4. Utilize career counseling strategies to facilitate individuals' knowledge of self and the world of work.		PSO 2	
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1. Approaches to Career Development</b> 1.1 Overview of Career Counselling 1.2 Trait and Factor Approaches 1.3 Developmental Approaches 1.4 Social-Cognitive Approaches 1.5 Careers and the Changing Nature of Work	<b>15</b>	CO 1	K1, K2, K3
<b>Module 2:</b>	<b>2. Career Counselling Process</b> 2.1 Personal and Contextual Factors for Career Development 2.2 Stages of Career Counselling 2.3 Exploring Client Factors 2.4 Career Adaptability	<b>15</b>	CO 3	K2, K3 K4, K5
<b>Module 3:</b>	<b>Practical Component</b> Information and data gathering: Conduct intake interviews with guided questions and structured intake forms to gather information about the client, their personal and educational background and the world of work. Identify career-related concerns and challenges using case study analysis and role-plays Assessment: Administer and interpret basic career assessment tools for assessing interests, values, aptitudes, strengths, personality. Evaluate client functioning, coping and support systems. Prepare assessment report and discuss findings Career Exploration and Decision Making Using strategies and techniques (structured interview, Life Career Assessment, Career	<b>60</b>	CO2, CO 4	K3, K4 K5

	<p>Sketch, Narrative techniques, Role clarification, Career Genogram) to facilitate client exploration about self and world of work.</p> <p>Building Clients decision making capabilities through structured activities and strategies (CIP -CASVE model, Decision Matrix, Storied approach, Life portrait)</p> <p>Identify barriers to exploration and decision making. Diads/Triads practice: Counsellor – Client – Observer (with feedback), Record observations, challenges and learnings for each strategy/technique.</p> <p>Developing Career Plans:</p> <p>Creating individual career plans based on the assessment and exploration conducted. Developing strategies for action through engagement, enhancing motivation, overcoming barriers and commitment. Design a step by step plan. Apply skills in a simulated environment. Record feedback and personal reflection on areas of learning and improvement.</p> <p>Final Assessment: Journal, Case Report (Individual Career Plan ) Submission, PowerPoint Presentation and Viva-Voce</p>			
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Crossover learning</li> <li>● Case Discussion</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Mei Tang. (2019). Career development and counseling : theory and practice in a multicultural world. Sage Publications, Inc..</li> <li>2. Sharf, R. S. (2013). Applying career development theory to counseling (6th ed.). Brooks/Cole Cengage Learning.</li> </ol>			
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Amit, A., &amp; Gati, I. (2013). Table Or Circles: A Comparison of Two Methods for Choosing Among Career Alternatives. Career Development Quarterly, 61(1), 50-63.</li> <li>2. Del Corso, J. J., Rehfuss, M. C., &amp; Galvin, K. (2011). Striving To Adapt: Addressing Adler's Work Task in the 21st Century. The Journal of Individual Psychology, 67(2), 88–106.</li> </ol>			

	<ol style="list-style-type: none"> <li>3. Krumboltz, J. D., Foley, P. F., &amp; Cotter, E. W. (2013). Applying The Happenstance Learning Theory To Involuntary Career Transitions. <i>The Career Development Quarterly</i>, 61(1), 15–26.</li> <li>4. Lent, R. W. (2013). Career-life preparedness: Revisiting career planning and adjustment in the new workplace. <i>The career development quarterly</i>, 61(1), 2-14.</li> <li>5. Niles, S. G., Harris-Bowlsbey, J. E. (2013). <i>Career Development Interventions in the 21st Century</i>: Pearson New International Edition. United Kingdom: Pearson Education.</li> <li>6. Reardon, R., Lenz, J., Peterson, G. W., Sampson, J. (2017). <i>Career Development and Planning: A Comprehensive Approach</i>. United States: Kendall Hunt Publishing Company.</li> <li>7. Swanson, J. L., Fouad, N. A. (2015). <i>Career Theory &amp; Practice: Learning Through Case Studies</i>. United States: SAGE Publications.</li> <li>8. Zikic, J. and Franklin, M. (2010), Enriching Careers and Lives: Introducing A Positive, Holistic, And Narrative Career Counseling Method That Bridges Theory and Practice. <i>Journal of Employment Counseling</i>, 47: 180-189.</li> <li>9. Zunker, V. G. (2002). <i>Career Counselling: Applied Concepts of Life Planning</i>. United States: Brooks/Cole-Thomson Learning.</li> <li>10. Zunker, V. G., Osborn, D. S. (2012). <i>Using Assessment Results For Career Development: Career Counselling : A Holistic Approach</i>. United States: Brooks/Cole Cengage Learning.</li> </ol>
<b>Web Resources</b>	Clifton StrengthsFinder: <a href="https://insightfultraits.com/lp/freepersonalitytest/">https://insightfultraits.com/lp/freepersonalitytest/</a>



## SEMESTER IV

### Generic Elective (GE) Courses

<b>Title of the Course</b>	Indian Perspectives on Psychology
<b>Course Code</b>	WCP-6201
<b>Number of Credits</b>	4T
<b>Theory/Practical</b>	Theory
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. To analyze the core tenets of the Indian philosophical traditions</li><li>2. To understand the practical implications of Indian psychological thought.</li><li>3. To develop cultural competence and sensitivity in applying Indian traditions to diverse populations.</li><li>4. To analyze the theoretical overlap between the core tenets of Indian philosophical traditions and foundational concepts of positive psychology</li></ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Explain the foundational principles of psychology from the perspective of Indian thought.	PSO 3 ,PSO 7

	CO 2. Interpret the contextual influences that shape the practice and understanding of psychology in India.		PSO 2, PSO 6, PSO 7
	CO 3. Evaluate the relevance of Indian psychological concepts of well-being and consciousness in promoting holistic mental health		PSO 1, PSO 2, PSO 3
	CO 4. Apply Indian models and approaches to practical psychology settings with sensitivity.		PSO 1, PSO 3, PSO 4, PSO 6
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b> <b>Cognitive Level</b>
<b>Module 1:</b>	<b>1.Theoretical Foundations Of Indian Psychological Thought</b> 1.1 Introduction to psychology in the Indian tradition 1.2 Conceptual roots of Indian psychological traditions 1.3 Integration of modern psychology with Indian thought 1.4 Culture and psychology : perspectives of cross cultural psychology	<b>15</b>	CO1, CO2, CO3  K1, K2, K4
<b>Module 2:</b>	<b>2. Self, Consciousness, And The Social World In Indian Psychology</b> 2.1 Human development according to the ashrama system 2.2 Socio cultural context of mental health in India 2.3 Centrality of consciousness 2.4 The Indian concept of self and its application	<b>15</b>	CO1, CO2, CO4  K2, K3, K4, K5
<b>Module 3:</b>	<b>3. Health And Well-Being In The Indian Context</b> 3.1 Health and well-being practices in Indian traditions 3.2 Role of yoga and meditation in healing 3.3 Psychotherapy in the Indian thought 3.4 Mental health and hygiene: prevention of illness	<b>15</b>	CO1, CO2, CO4  K2, K3, K4, K5
<b>Module 4:</b>	<b>4.Applied Indian Psychology</b> 4.1 Indian theoretical models and their practical applications	<b>15</b>	CO2, CO3, CO4  K3, K4, K5

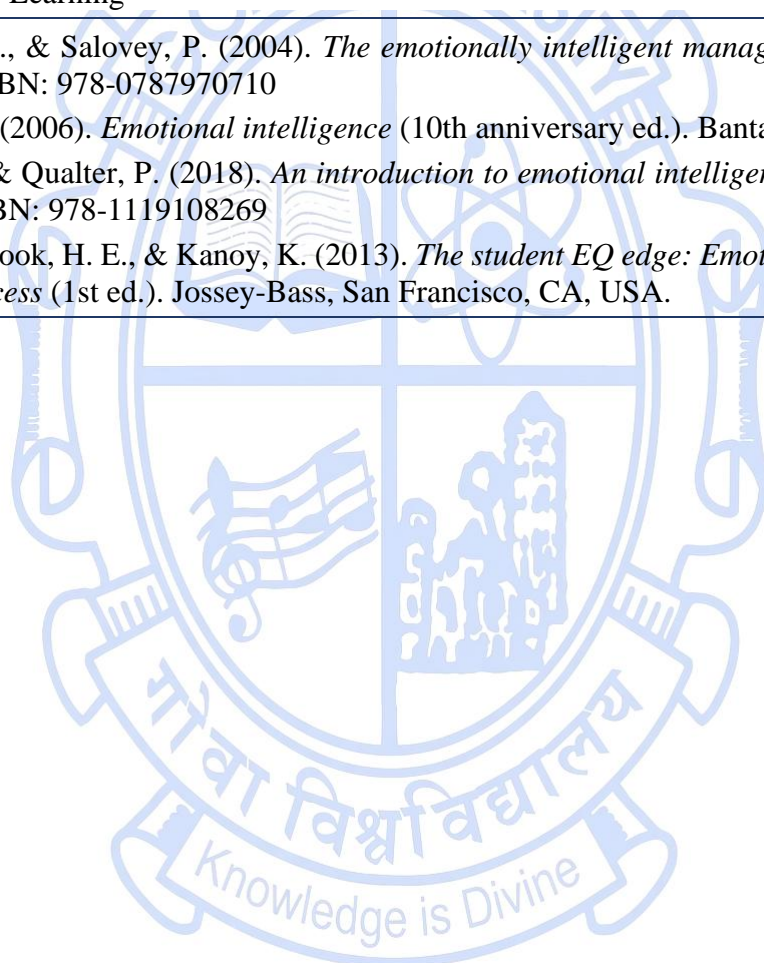
	<p>4.2 Indian psychology and positive psychology</p> <p>4.3 Bhagavad Gita teachings applied to leadership in counselling.</p> <p>4.4 Key challenges and future directions</p>			
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group discussions</li> <li>● Flipped classroom</li> <li>● Case studies</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Bhawuk, D. P. S. (2011). <i>Spirituality and Indian psychology: Lessons from the Bhagavad-Gita</i> (1st ed.). Springer, New York, NY.</li> <li>2. Cornelissen, M. (2011). <i>Foundations of Indian psychology, Volume 2: Practical applications</i> (1st ed.). Pearson Education India, New Delhi, India.</li> <li>3. Morandi, A., &amp; Narayanan Nambi, A. N. (2013). An integrated view of health and well-being. In <i>Cross-cultural advancements in positive psychology</i> (1st ed.). Springer, New York, NY.</li> <li>4. Rao, K. R., &amp; Paranjpe, A. C. (2016). <i>Psychology in the Indian tradition</i> (1st ed.). Springer, New Delhi, India.</li> <li>5. Sinha, D. (2015). <i>Psychology for India</i> (1st ed.). SAGE Publications India Pvt. Ltd., New Delhi, India.</li> <li>6. Vadodara, S. J. (2023). <i>Ashram system: Ashram vyavastha</i> (1st ed.). Amazon Digital Services LLC – KDP, Seattle, WA, USA.</li> <li>7. Verma, M. C. (2010). <i>Foundations of Indian psychology, Volume 1: Theories and concepts</i> (1st ed.). Pearson Education India, New Delhi, India.</li> </ol>			
<b>Web Resources:</b>	<p>Savage, G. (n.d.). RESPECTFUL model (1st ed.). San José State University, San José, CA, USA.  <a href="https://www.sjsu.edu/counselored/docs/RESPECTFUL.pdf">https://www.sjsu.edu/counselored/docs/RESPECTFUL.pdf</a></p>			

<b>Title of the Course</b>	Developing Emotional Intelligence for Wellbeing
<b>Course Code</b>	WCP-6202
<b>Number of Credits</b>	4T
<b>Theory/Practical</b>	Theory
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To familiarize students with the fundamental concepts of emotions and emotional intelligence.</li> <li>2. To understand and explain strategies for developing emotional intelligence.</li> <li>3. To recognize emotions in others and respond effectively to inspire high performance.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Explain the foundational importance and impact of emotional intelligence in various aspects of life.	PSO 7
	CO 2. Analyze how emotional intelligence influences decision-making, relationships, and workplace performance.	PSO 3, PSO 4
	CO 3. Critically evaluate different models and techniques of emotional intelligence for their effectiveness in real-world applications.	PSO 2

	CO 4. Design and implement personal development plans to cultivate and enhance emotional intelligence skills.	PSO 2, PSO 3		
Content:		No of hours	Mapped to CO	Cognitive Level
<b>Module 1:</b>	<b>1. Introduction to Emotional Intelligence</b> 1.1 Emotions: definition, categories and theories of emotions (James-Lange theory, Cannon –Bard theory, Schacher-Singer theory of emotions) 1.2 Definition of emotional intelligence 1.3 Five components of emotional intelligence 1.4 Models of emotional intelligence: Ability, Trait and Mixed	15	CO 3	K1, K2, K4
<b>Module 2:</b>	<b>2. Importance of Emotional Intelligence</b> 2.1 Emotional intelligence link to verbal intelligence, and social support 2.2 Emotional intelligence relates to well-being 2.3 Implication of emotional intelligence for personal, social, academic, and workplace success	15	CO 1	K3, K4
<b>Module 3:</b>	<b>3. Developing Emotional Intelligence</b> 3.1 Developing emotional intelligence in children 3.2 Developing emotional intelligence in adolescence 3.3 Developing emotional intelligence in adults	15	CO 4	K3
<b>Module 4:</b>	<b>4. Application of Emotional Intelligence in Everyday Life</b> 4.1 Conflict Management- meaning, definition, concept, stages- pre-negotiation stage, negotiation stage, post negotiation stage, conflict management and success. 4.2 Co-operation and collaboration- meaning, skill of co-operation and collaboration and success, development of the skill of co-operation and collaboration 4.3 Problem Solving – meaning, scientific method of problem solving, development of problem solving ability	15	CO 2	K3, K4, K5

	4.4 Emotional intelligence and personal development- Assertiveness, effective communication, self confidence, optimism.			
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● Group discussions</li> <li>● Collaborative Learning</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Caruso, D. R., &amp; Salovey, P. (2004). <i>The emotionally intelligent manager</i> (1st ed.). Jossey-Bass, San Francisco, CA, USA. ISBN: 978-0787970710</li> <li>2. Goleman, D. (2006). <i>Emotional intelligence</i> (10th anniversary ed.). Bantam Books, New York, NY, USA.</li> <li>3. Pool, L. D., &amp; Qualter, P. (2018). <i>An introduction to emotional intelligence</i> (1st ed.). Wiley-Blackwell, Hoboken, NJ, USA. ISBN: 978-1119108269</li> <li>4. Stein, S. J., Book, H. E., &amp; Kanoy, K. (2013). <i>The student EQ edge: Emotional intelligence and your academic and personal success</i> (1st ed.). Jossey-Bass, San Francisco, CA, USA.</li> </ol>			

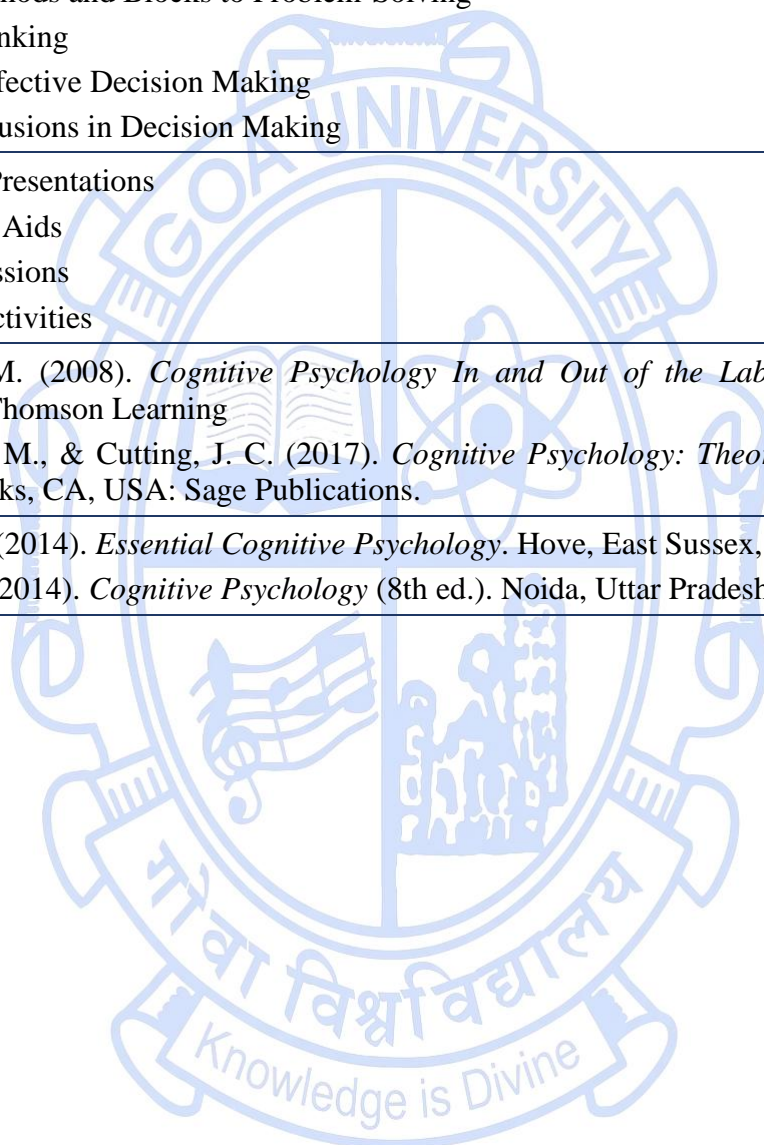


<b>Title of the Course</b>	Cognitive Psychology
<b>Course Code</b>	WCP-6203
<b>Number of Credits</b>	4T
<b>Theory/Practical</b>	Theory
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To develop an in-depth understanding of major cognitive processes</li> <li>2. To understand the factors that influence and mediate major cognitive processes</li> <li>3. To develop a deeper understanding of salient cognitive theories related to important cognitive functions such as learning and memory</li> <li>4. To gain an understanding of various cognitive biases, illusions and blocks that impede effective cognitive functioning</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Understand different approaches in cognitive psychology and identify scope for application of cognitive psychology in various fields	PSO 7
	CO 2. Understand major cognitive processes as well as factors that influence and mediate them	PSO 2, PSO 8

	CO 3. Explain salient cognitive theories related to important cognitive functions such as learning and memory		PSO 1, PSO 2, PSO 8	
	CO 4. Identify various cognitive biases, illusions and blocks that impede effective cognitive functioning		PSO 3, PSO 4,	
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1. Introduction To Cognitive Psychology</b> 1.1. Definition and Scope of Cognitive Psychology 1.2. Overview Of Important Paradigms In Cognitive Psychology 1.3. Applications of Cognitive Psychology — Education, therapy, decision making, AI, human-computer interaction	<b>15</b>	CO 1	K1, K2, K3
<b>Module 2:</b>	<b>2. Perception And Attention</b> 2.1. Introduction To Perception and Attention 2.2. The Role of Sensation in Perception 2.3. Perceptual Processing and Individual Differences in Perception 2.4. Selective Attention Theories 2.5. Practice And Attention	<b>15</b>	CO 2, CO 3	K1, K2, K3, K4
<b>Module 3:</b>	<b>3. Learning And Memory</b> 3.1. Learning Theories – Classical Conditioning; Operant Conditioning; Social Cognitive Learning Theory; Kolb’s Experiential Learning Theory 3.2. Theories Of Memory 3.3. Theories Of Forgetting 3.4. Strategies To Enhance Memory	<b>15</b>	CO 2, CO 3	K2, K3, K4
<b>Module 4:</b>	<b>4. Higher Order Cognitive Processes</b> 4.1. Introduction To Problem-Solving and Decision-Making	<b>15</b>	CO 2, CO 4	K1, K4, K5, K6

	<p>4.2. Process, Methods and Blocks to Problem-Solving</p> <p>4.3. Creative Thinking</p> <p>4.4. Phases In Effective Decision Making</p> <p>4.5. Cognitive Illusions in Decision Making</p>			
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● PowerPoint Presentations</li> <li>● Audio-visual Aids</li> <li>● Group Discussions</li> <li>● Structured Activities</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Galotti, K. M. (2008). <i>Cognitive Psychology In and Out of the Laboratory</i> (4th ed.). Belmont, CA, USA: Wadsworth/Thomson Learning</li> <li>2. McBride, D. M., &amp; Cutting, J. C. (2017). <i>Cognitive Psychology: Theory, Process, and Methodology</i> (2nd ed.). Thousand Oaks, CA, USA: Sage Publications.</li> </ol>			
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Parkin, A. J. (2014). <i>Essential Cognitive Psychology</i>. Hove, East Sussex, UK: Taylor &amp; Francis.</li> <li>2. Solso, R. L. (2014). <i>Cognitive Psychology</i> (8th ed.). Noida, Uttar Pradesh, India: Pearson Education India.</li> </ol>			



<b>Title of the Course</b>	Health Psychology
<b>Course Code</b>	WCP-6204
<b>Number of Credits</b>	4T
<b>Theory/Practical</b>	Theory
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To understand the concept and nature of stress.</li> <li>2. To explain the relationship between stress and health outcomes.</li> <li>3. To evaluate various preventive strategies to manage stress and promote health.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Apply key concepts of stress and health to improve personal health management.	PSO 7
	CO 2. Promote health-enhancing behaviors through informed decision-making and lifestyle changes.	PSO 2
	CO 3. Identify and differentiate between healthy and unhealthy coping mechanisms for stress.	PSO 8
	CO 4. Effectively manage stress using appropriate strategies and techniques.	PSO 2

Content:		No of hours	Mapped to CO	Cognitive Level
<b>Module 1:</b>	<b>1. Introduction to Health Psychology</b> 1.1 Meaning of health psychology 1.2 Health-illness continuum 1.3 Overview of the rapidly expanding field of health psychology 1.4 Psychological processes in health and health care 1.5 Need for health psychology	15	CO 1	K1, K2, K3
<b>Module 2:</b>	<b>2. Health Promoting and Health Compromising Behaviors</b> 2.1 An introduction to health behaviours 2.2 Changing health habits 2.3 Cognitive behavioural approaches to health behaviour 2.4 Health promoting behaviours: exercise, accident prevention, cancer related health behaviours, developing a healthy diet, sleep 2.5 Characteristics of health compromising behaviours 2.6 Health compromising behaviours: obesity, eating disorders, smoking alcoholism and problem drinking	15	CO 2, CO 3	K2, K3, K4
<b>Module 3:</b>	<b>3. Stress and Health</b> 3.1 Stress: meaning and characteristics of stressful situations 3.2 Biopsychosocial aspects of stress 3.3 Stress and cardiovascular disorders 3.4 Psychophysiological disorders and stress: digestive system diseases, asthma, recurrent headaches 3.5 Burnout	15	CO 4	K2, K3, K4

<b>Module 4:</b>	<b>4. Managing Stress</b> 4.1 Personality and coping 4.2 Coping and external resources 4.3 Coping interventions: mindfulness meditation and acceptance/commitment, expressive writing, self affirmation, relaxation training, coping effectiveness training 4.4 Constructive coping techniques: appraisal focused strategies, problem focused strategies, emotion focused strategies 4.5 Stress management strategies: avoid unnecessary stress, alter the situation, adapt to the stressor, accept the things that cannot be changed, make time for fun and relaxation	<b>15</b>	CO 4	K3, K4, K5
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● Group discussions</li> <li>● Collaborative Learning</li> </ul>			
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Ghosh, M. (2015). <i>Health psychology: Concepts in health and wellbeing</i> (1st ed.). Pearson, New Delhi, India.</li> <li>2. Sarafino, E. P. (2021). <i>Health psychology: Biopsychosocial interactions</i> (10th ed.). Wiley, New York, NY, USA.</li> <li>3. Taylor, S. E. (2021). <i>Health psychology</i> (11th ed.). McGraw-Hill Education, New York, NY, USA.</li> <li>4. Weiten, W., &amp; Lloyd, M. A. (2007). <i>Psychology applied to modern life</i> (8th ed.). Thomson Delmar Learning, New Delhi, India.</li> </ol>			

<b>Title of the Course</b>	Mindfulness and Wellbeing
<b>Course Code</b>	WCP-6205
<b>Number of Credits</b>	4T
<b>Theory/Practical</b>	Theory
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To understand the concept of mindfulness and how it relates to wellbeing</li> <li>2. To cultivate and develop one's own mindfulness practice</li> <li>3. To learn how to incorporate principles of mindfulness in counselling practice</li> <li>4. To become aware of the ways in which mindfulness can be applied in the areas of work and education.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Develop a personal mindfulness practice	PSO 3
	CO 2. Discuss the application of mindfulness to strengthen performance and personal effectiveness in areas of work and education	PSO 4
	CO 3. Apply mindfulness principles to oneself in order to improve one's effectiveness as a counsellor	PSO 1

	CO 4. Utilise scientific research to explain the benefits of and counter the misconceptions surrounding mindfulness.	PSO 6		
Content:		No of hours	Mapped to CO	Cognitive Level
<b>Module 1:</b>	<b>1. Introduction to Mindfulness</b> 1.1 Overview of Mindfulness 1.2 Contemporary and Ancient Perspectives of Mindfulness 1.3 Mindfulness Myths and Misconceptions 1.4 Benefits of Mindfulness	15	CO 4	K1, K2, K4
<b>Module 2:</b>	<b>2. Cultivating Mindfulness</b> 2.1 Mindfulness In Breath and Body 2.2 Working With Thoughts, Emotions and Sensations 2.3 Mind Wandering 2.4 Barriers to Mindfulness 2.5 The Science of Mindfulness	15	CO 1, CO 4	K2, K3, K4
<b>Module 3:</b>	<b>3. Mindfulness in Counselling</b> 3.1 Principles of Mindfulness 3.2 Cultivating Therapeutic Presence 3.3 Becoming a Mindful Counsellor 3.4 Relational Mindfulness in Therapy	15	CO 3	K2, K3, K6
<b>Module 4:</b>	<b>4. Applications of Mindfulness</b> 4.1 Mindfulness in Schools 4.2 Mindfulness at Work 4.3 Mindful Leadership 4.4 Mindful Parenting	15	CO 2	K3, K5

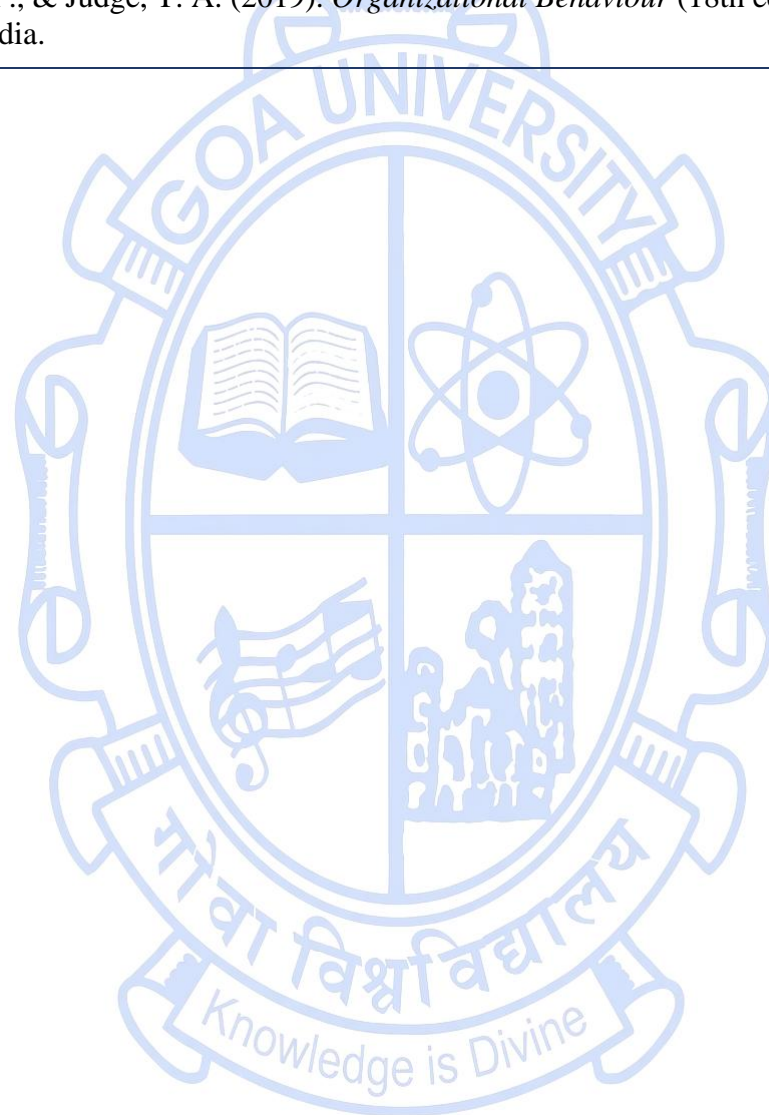
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Experiential Learning</li> <li>● Personal Practice</li> <li>● Blended Learning</li> <li>● Reading and Discussion</li> <li>● Debates</li> </ul>
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Barker, M. (2013). <i>Mindful Counselling &amp; Psychotherapy: Practising Mindfully Across Approaches &amp; Issues</i>. United Kingdom: SAGE Publications.</li> <li>2. Brown, K. W., Creswell, J. D., &amp; Ryan, R. M. (2015). <i>Handbook of Mindfulness : theory, research, and Practice</i>. Guilford Press.</li> </ol>
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Creswell, J. D. (2017). Mindfulness interventions. <i>Annual review of psychology</i>, 68(1), 491-516.</li> <li>2. Flook, L., Goldberg, S. B., Pinger, L., &amp; Davidson, R. J. (2015). Promoting prosocial behavior and self-regulatory skills in preschool children through a mindfulness-based Kindness Curriculum. <i>Developmental psychology</i>, 51(1), 44.</li> <li>3. Goyal, M., Singh, S., Sibinga, E. M., Gould, N. F., Rowland-Seymour, A., Sharma, R., &amp; Haythornthwaite, J. A. (2014). Meditation programs for psychological stress and well-being: a systematic review and meta-analysis. <i>JAMA internal medicine</i>, 174(3), 357-368.</li> <li>4. Kabat-Zinn, J. (2023). <i>Wherever you go, there you are: Mindfulness meditation in everyday life</i>. Hachette UK.</li> <li>5. Kabat-Zinn, J. (1990). <i>Full catastrophe living</i>. United Kingdom: Delacorte Press.</li> <li>6. Karen Ager, N. J. (June 2015). Mindfulness in Schools Research Project: Exploring Students’ Perspectives of Mindfulness—What are students’ perspectives of learning mindfulness practices at school? <i>Psychology Vol.6 No.7</i>.</li> <li>7. Mackenzie, E. R., Fegley, S., Stutesman, M., &amp; Mills, J. (2020). Present-moment awareness and the prosocial classroom: Educators’ lived experience of mindfulness. <i>Mindfulness</i>, 11, 2755-2764.</li> <li>8. Tang, Y. Y., Hölzel, B. K., &amp; Posner, M. I. (2015). The neuroscience of mindfulness meditation. <i>Nature reviews neuroscience</i>, 16(4), 213-225.</li> <li>9. Walz, G.R., Bleuer, J.C., &amp; Caldwell, K.L. (2012). <i>Mindfulness Matters: Practices for Counselors and Counselor Education</i>.</li> </ol>

<b>Title of the Course</b>	Strengths-Based Approaches to Work
<b>Course Code</b>	WCP-6206
<b>Number of Credits</b>	4T
<b>Theory/Practical</b>	Theory
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	No

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of strengths based approaches to work</li> <li>2. To identify factors that contribute to positive organisational change</li> <li>3. To analyze and develop psychological strengths, motivation, resilience, and flow in work settings.</li> <li>4. To apply individual positive psychology approaches to enhance personal effectiveness at work.</li> </ol>	
<b>Course Outcomes:</b>		<b>Mapped to PSO</b>
	CO 1. Apply strengths based approaches to the context of work	PSO 1, PSO 2
	CO 2. Utilize strengths based approaches to improve employee well-being	PSO 2
	CO 3. Discuss meaning-centered approaches to improve organizational culture and employee engagement.	PSO 7
	CO 4. Apply concepts of optimal motivation, resilience, and flow to enhance professional performance	PSO 2, PSO 7

<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<b>1. The Changing Nature of Work</b> 1.1 Nature of Work 1.2 Work in a Global Context — Changing Workplace; Workforce Diversification 1.3 Work and Mental Health 1.4 Job Satisfaction and Occupational Stress	<b>15</b>	CO 1, CO 2	K1, K2, K3, K4
<b>Module 2:</b>	<b>2. Individual Approaches to Positive Psychology at Work - I</b> 2.1 The Psychology of Positivity at Work 2.2 Psychological Strengths at Work 2.3 Creating Meaning and Purpose at Work	<b>15</b>	CO 3	K2, K3, K5
<b>Module 3:</b>	<b>3. Individual Approaches to Positive Psychology at Work - II</b> 3.1 Optimal Motivation at Work 3.2 Resilience at Work 3.3 Flow at Work 3.4 Positive Relationships at Work	<b>15</b>	CO 4	K3, K4
<b>Module 4:</b>	<b>4. Organizational Approaches to Positive Psychology at Work</b> 4.1 The Meaning-Centered Approach (MCA) 4.2 Workplace and Organizational Well-Being 4.3 Positive Approaches to Organizational Change and Leadership Development	<b>15</b>	CO 1, CO 3	K2,K3, K5,K6
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Reflective Learning</li> <li>● Blended Learning</li> <li>● Case Studies</li> </ul>			
<b>Texts:</b>	1. Oades, L. G., Steger, M. F., & Passmore, A. D. (2020). The Wiley Blackwell Handbook of the Psychology of Positivity and Strengths-Based Approaches at Work. West Sussex, UK: Wiley Blackwell.			

	2. Rath, T. (2007). <i>StrengthsFinder 2.0</i> . New York, NY, USA: Gallup Press.
<b>References/ Readings:</b>	1. Robbins, S. P., & Judge, T. A. (2019). <i>Organizational Behaviour</i> (18th ed.). Noida, Uttar Pradesh, India: Pearson Education India.



<b>Title of the Course</b>	Internship
<b>Course Code</b>	WCP-6207
<b>Number of Credits</b>	4
<b>Theory/Practical</b>	Practical
<b>Level</b>	500
<b>Effective from AY</b>	2026-2027
<b>New Course</b>	No
<b>Bridge Course/ Value added Course</b>	No
<b>Course for advanced learners</b>	Yes

<b>Pre-requisites for the Course:</b>	M.A. Wellness Counselling Semester I and II	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To familiarize students with professional ethics, organizational protocols, and counselor responsibilities in varied settings such as schools, NGOs, and community organizations.</li> <li>2. To enhance practical counseling skills through direct client interaction, documentation, and supervision.</li> <li>3. To develop professional counsellor competencies</li> <li>4. To integrate theoretical frameworks with practical experiences to address site-specific counseling challenges.</li> </ol>	
<b>Course Outcomes:</b>	CO 1. Apply principles of professional ethics, confidentiality, and counselor responsibilities in real-world contexts.	<b>Mapped to PSO</b> PSO 6
	CO 2. Design and deliver individual counseling interventions grounded in positive psychology	PSO 1, PSO 7

	CO 3. Apply counseling micro-skills supported by reflective documentation		PSO 4, PSO 3
	CO 4. Design, implement, and evaluate strengths-based interventions, psychoeducation, and well-being workshops suited to the organizational context.		PSO 2, PSO 8
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>
			<b>Cognitive Level</b>
	<p><b>Professional Induction and Ethical Orientation</b></p> <p>Learn organizational policies, roles, and professional conduct standards(school, NGO, organizations).          Understand professional ethics, confidentiality, and counselor responsibilities          Build awareness of counselor boundaries and cultural competence          Understanding Professional ethics in practice: Aligning ACA principles with the Indian POSH and POCSO Acts          Deliverable: Internship plan (aligned with the goals of the organization), weekly group supervision in college</p>	<b>30</b>	CO 1
<p><b>Observation &amp; Experiential Learning</b></p> <p>Observe organizational practices and create opportunities for positive psychology application          Collaborate with stakeholders for efficient counseling program implementation          Conduct client intake, rapport-building, and comprehensive assessments during the counselling interview.          Use counselling micro-skills to facilitate the counselling process with clients          Deliverable: Record detailed observations of organizational practices. Document interactions with key stakeholders (e.g., principals, social workers, HR, coordinators).Submit a self-evaluation tracking progress on core counseling micro-skills,weekly 1-page reflective summaries,weekly group supervision in college</p>	<b>30</b>	CO 3	K3, K4, K5

	<p><b>Applied Positive Psychology</b></p> <p>Conduct individual counseling sessions including assessment, goal-setting, interventions and termination by applying appropriate techniques for each stage Maintain session notes, case documentation and reflective journal</p> <p>Designing and delivering strengths-based interventions, resilience-building, and well-being workshops and activities adapted to the organizational context</p> <p>Facilitate psychoeducation and group activities balancing organizational expectations with positive psychology principles</p> <p>Deliverable : client case records, a report on well-being activities and workshops, as well as participant feedback on those sessions. weekly group supervision in college</p>	<b>30</b>	CO 2, CO 4	K3, K5, K6
	<p><b>Reflective Learning for Professional Effectiveness</b></p> <p>Integrating academic theory with observed practices and site-specific challenges</p> <p>Complete client documentation and progress reports</p> <p>Compiling a professional portfolio showcasing adaptive skills and learning growth-reflective journal, 2–3 detailed reports, supervisor evaluation.</p> <p>Deliverables: comprehensive internship report and professional learning journey, weekly group supervision in college</p>	<b>30</b>	CO 1	K4, K5, K6
<p><b>Pedagogy:</b></p>	<ul style="list-style-type: none"> <li>● Experiential Learning</li> <li>● Observational Learning</li> <li>● Reflective Learning</li> <li>● Supervised Learning</li> <li>● Flipped Learning</li> </ul>			
<p><b>Texts:</b></p>	<ol style="list-style-type: none"> <li>1. Corey, G. (2023). Theory and Practice of Counselling and Psychotherapy (11th Ed). Cengage Learning.</li> <li>2. Integrating Positive Psychology Into Counseling: Why And (When Appropriate) How. By: Harris, Alex H. S.;</li> </ol>			

	<ol style="list-style-type: none"> <li>3. Thoresen, Carl E.; Lopez, Shane J. Journal Of Counseling &amp; Development. Winter2007, Vol. 85 Issue 1, p3-13. 11p</li> <li>4. Martin, D. G. (2000). Counselling And Therapy Skills (2nd Ed.). Prospect Heights, IL: Waveland Press.</li> </ol>
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Baumgardner, S. R., &amp; Crothers, M. K. (2009). Positive psychology. Prentice Hall/Pearson Education.</li> <li>2. Ethical Principles of Psychologists and Code of Conduct. (2003). United States: American Psychological Association.</li> </ol>
<b>Web Resources</b>	<ol style="list-style-type: none"> <li>1. APA PsycNet – <a href="https://psycnet.apa.org">https://psycnet.apa.org</a></li> <li>2. BPS Learning Resources – <a href="https://www.bps.org.uk">https://www.bps.org.uk</a></li> <li>3. WHO Mental Health Tools – <a href="https://www.who.int/mental_health">https://www.who.int/mental_health</a></li> </ol>

