

# गोंय विद्यापीठ

ताळगांव पठार,

गोंय - ४०३ २०६

फोन : +९१-८६६९६०९०४८



## Goa University

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(Accredited by NAAC)

GU/Acad –PG/BoS -NEP/2025-26/203

Date: 30.06.2025

### CIRCULAR

The Academic Council & Executive Council of the University has approved Ordinance OA-35A relating to PG Programmes offered at the University campus and its affiliated Colleges based on UGC 'Curriculum and Credit Framework for Postgraduate Programmes'. Accordingly, the University has proposed introduction of Ordinance OA-35A from the Academic year 2025-2026 onwards.

The Programme structure and syllabus of Semester I and II of the **Master of Arts in Wellness Counselling** Programme approved by the Academic Council in its meeting held on 13<sup>th</sup> & 14<sup>th</sup> June 2025 is attached.

The Dean & Vice-Dean (Academic) of the D.D. Kosambi School of Social Sciences and Behavioural Studies and 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:

1. Chairperson, BoS in Psychology, Goa University.
2. Controller of Examinations, Goa University.
3. Assistant Registrar Examinations (PG), Goa University.
4. Director, 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	WCP-1000	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	WCP-5000	Basic Counselling Skills	4	400
2	WCP-5001	Human Development across the Lifespan	4	400
3	WCP-5002	Psychotherapeutic Approaches in Counselling -I	4	400
4	WCP-5003	Legal and Ethical Issues	4	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	WCP-5201	Marriage and Family Counselling	4	400
2	WCP-5202	Counselling in Addictive Behaviour	4	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	WCP-5004	Strengths Based Counselling	4	500
2	WCP-5005	Psychotherapeutic Approaches in Counselling -II	4	500
3	WCP-5006	Personality in Positive Psychology	4	500
4	WCP-5007	Counsellor Training in Suicide Prevention, Intervention and Postvention	4	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	WCP-5203	Grief Counselling	4	400
2	WCP-5204	Group Counselling	4	400
<b>Total Credits for DSE Courses in Semester II</b>			<b>4</b>	
<b>Total Credits in Semester II</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

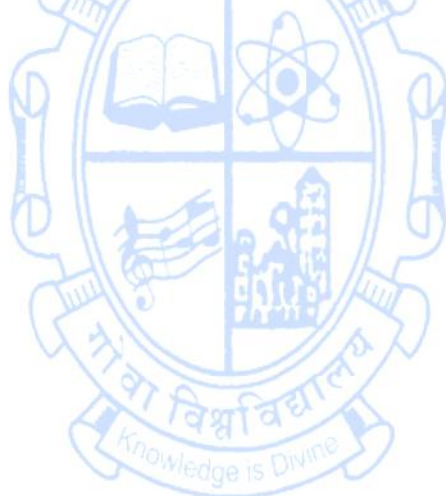
	CO 2. Analyze and reflect on the role of the counsellor's self-awareness and personal qualities in the therapeutic process.		PSO 6
	CO 3. Utilize basic counselling skills to foster client engagement		PSO 4
	CO 4. Describe the key stages of the counselling process		PSO 6
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>
<b>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	<b>15</b>	CO3, CO4 K2, K3

	<p>4.2 Therapeutic factors</p> <p>4.3 The therapeutic relationship</p> <p>4.4 Facilitating client self-exploration</p>			
<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). Counselling And Therapy Skills (2nd Ed.). Prospect Heights, IL: Waveland Press.</li> <li>2. Nelson-Jones, Richard. (2016). Basic Counselling Skills – A Helper’s Manual. Sage Publication.</li> </ol>			
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. McLeod, J., &amp; McLeod, J. (2011). Counselling skills: A practical guide for counsellors and helping professionals (2nd ed.). Open University Press McGraw-Hill Education.</li> <li>2. Hill, C. E. (2020). Helping skills: Facilitating exploration, insight, and action (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

<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>	<b>Cognitive Level</b>
<b>Module 1:</b>	<p>findings to practical settings.</p> <p><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.</p>	<b>15</b>	CO1, CO2, CO4	K4, K6, K3
<b>Module 2:</b>	<p><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</p>	<b>15</b>	CO1, CO2, CO4	K4, K6, K3
<b>Module 3:</b>	<p><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</p>	<b>15</b>	CO3, CO4	K6, K3
<b>Module 4:</b>	<p><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</p>	<b>15</b>	CO2, CO3, CO4	K6, K3

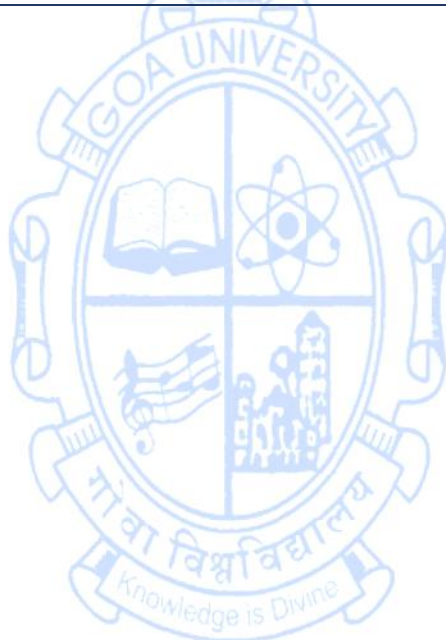
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Blended learning</li> <li>● Cross-over learning</li> <li>● Reflective Learning</li> </ul>
<b>Texts:</b>	<ol style="list-style-type: none"> <li>1. Berk, Laura E. (2017). Development through the Lifespan. Upper 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.			

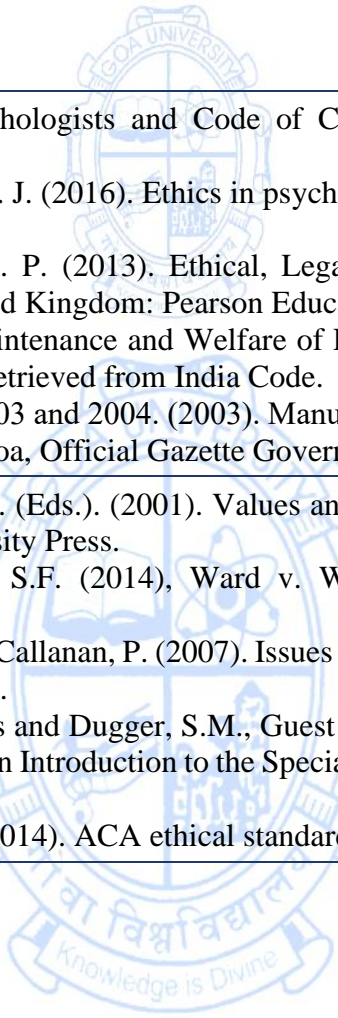
	2. Sharf, R. S. (2020). Theories of Psychotherapy and Counselling. Cengage Learning.
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Campbell, S. A. (2003). An Analysis of How Carl Rogers Enacted Client Centered. Journal of Counselling &amp; Development, 178–184.</li> <li>2. Gladding, 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>			

<b>Texts:</b>	<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>
<b>References/ Readings:</b>	<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>

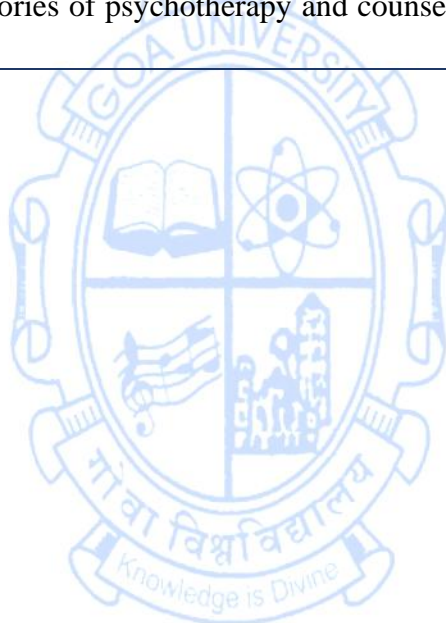


### Discipline Specific Elective Courses

<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	PSO 6

of addictive behaviours		No of hours	Mapped to CO	Cognitive Level
<b>Content:</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	15	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	15	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	15	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	15	CO3	K2
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Collaborative Learning</li> </ul>			

	<ul style="list-style-type: none"> <li>● Crossover Learning</li> <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 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

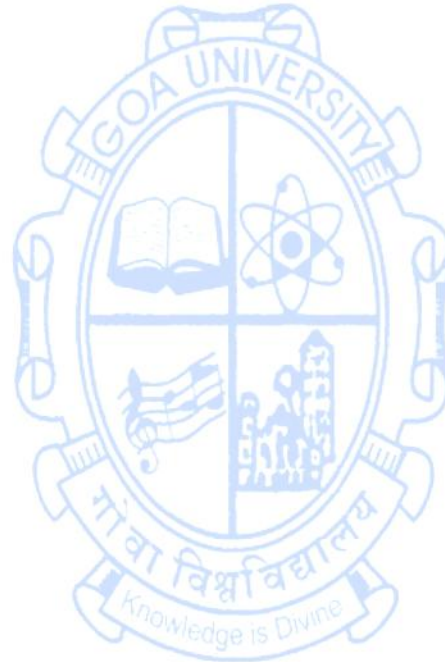
	CO 3. Identify and develop clients strengths		PSO 4
	CO 4. Articulate the wellness approach in counselling, emphasizing the shift from pathology-focused to strengths-focused models.		PSO 2
<b>Content:</b>		<b>No of hours</b>	<b>Mapped to CO</b>
<b>Module 1:</b>	<b>1. Introduction to Strengths Based Counselling</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>	<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. Seligman, L. &amp; Reichenberg, L.W. (2013). Theories of Counseling and psychotherapy: systems, strategies, and</li> </ol>			

	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	

Content:		No of hours	Mapped to CO	Cognitive Level
<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	15	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	15	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	15	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	15	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	PSO 6, PSO 8

	plans			
	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 4.5. Self-care for the counsellor	<b>15</b>	CO3, CO4	K1,K2,K3



	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.; Keleş, M. First-and Second-Generation Psychological Theories of Suicidal Behaviour. <i>Behav.Sci.</i> 2024, 14, 710.</li></ol>			



### Discipline Specific Elective 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	15	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	15	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	15	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	15	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>	<b>Group Counselling</b>	
<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>

