

# गोंय विद्यापीठ

ताळगांव पठार,

गोंय - ४०३ २०६

फोन : +९१-८६६९६०९०४८



## Goa University

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(Accredited by NAAC)

GU/Acad -PG/BoS -NEP/2025/734

Date: 03.01.2025

### CIRCULAR

The approved syllabus of Semester I to IV of the **Master of Arts in Wellness Counselling** Programme is enclosed

The Dean/ Vice-Deans of the D.D. Kosambi School of Social Sciences and Behavioural Studies and Principals of the Affiliated Colleges 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-Deans, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. The Principals of Affiliated Colleges offering the Master of Arts in Wellness Counselling Programme.

Copy to:

1. The Chairperson, BOS in Psychology.
2. The Controller of Examinations, Goa University.
3. The Assistant Registrar, PG Examinations, Goa University.
4. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

**M. A. WELLNESS COUNSELLING PROGRAMME OFFERED UNDER OA – 35**

<b>SEMESTER I</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DISCIPLINE-SPECIFIC CORE COURSES (DSC)</b>		
<b>WCP-500</b>	Strengths-Based Counselling	<b>4</b>
<b>WCP-501</b>	Human Development across the Lifespan	<b>4</b>
<b>WCP-502</b>	Psychotherapeutic Approaches in Counselling – I	<b>4</b>
<b>WCP-503</b>	Psychological Assessment	<b>4</b>
<b>DISCIPLINE-SPECIFIC ELECTIVE COURSES (DSE) (ANY ONE)</b>		
<b>WCP-521</b>	Counselling in Schools	<b>4</b>
<b>WCP-522</b>	Marriage and Family Counselling	<b>4</b>
<b>WCP-523</b>	Counselling in Addictive Behaviour	<b>4</b>

<b>SEMESTER II</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>DISCIPLINE SPECIFIC CORE COURSES (DSC)</b>		
<b>WCP-504</b>	Personality in Positive Psychology	<b>4</b>
<b>WCP-505</b>	Psychotherapeutic Approaches in Counselling – II	<b>4</b>
<b>WCP-506</b>	Legal and Ethical Issues	<b>4</b>
<b>PSY-621</b>	Indian Perspectives in Psychology	<b>4</b>
<b>DISCIPLINE-SPECIFIC ELECTIVE COURSES (DSE) (ANY ONE)</b>		
<b>WCP-524</b>	Career Counselling	<b>4</b>
<b>WCP-525</b>	Grief Counselling	<b>4</b>
<b>WCP-526</b>	Developing Emotional Intelligence for Wellbeing	<b>4</b>

<b>SEMESTER III</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>RESEARCH SPECIFIC ELECTIVE COURSES (RSE) (ANY TWO)</b>		
<b>WCP-600</b>	Quantitative Research	<b>4</b>
<b>WCP-601</b>	Qualitative Research	<b>4</b>
<b>WCP-602</b>	Academic Writing	<b>4</b>
<b>GENERIC ELECTIVE COURSES (ANY THREE)</b>		
<b>WCP-621</b>	Cognitive Psychology	<b>4</b>
<b>WCP-622</b>	Health Psychology	<b>4</b>
<b>WCP-623</b>	Adlerian Group Counselling	<b>4</b>
<b>WCP-624</b>	Mindfulness and Wellbeing	<b>4</b>
<b>WCP-625</b>	Counsellor Training in Suicide Prevention, Intervention and Postvention	<b>4</b>
<b>WCP-626</b>	Strengths-Based Approaches to Organisational Management	<b>4</b>

<b>SEMESTER IV</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>RESEARCH SPECIFIC ELECTIVE COURSES (RSE) (ANY ONE)</b>		
<b>WCP-603</b>	Basic Statistics in Social Sciences	<b>4</b>
<b>WCP-604</b>	Ethical Standards for Research	<b>4</b>
<b>DISCIPLINE SPECIFIC DISSERTATION (DSD)</b>		
<b>WCP-651</b>	Dissertation / Internship	<b>16</b>

**SEMESTER I****DISCIPLINE-SPECIFIC CORE COURSES (DSC)**

Name of the Programme : M. A. Wellness Counselling

Course Code : WCP-500

Title of the Course : Strengths-Based Counselling

Number of Credits : 04

Effective from AY : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To develop an understanding of the strengths-based approach and its principles in the counselling process</li> <li>To understand and develop in one's self the counsellor characteristics, behaviours and skills that influence the helping process</li> <li>To be well versed in the use of various strengths-based assessments and models in counselling</li> </ol>	
<b>Content</b>	<b>I - INTRODUCTION TO COUNSELLING PSYCHOLOGY</b> <ol style="list-style-type: none"> <li>Counselling Psychology and its fields</li> <li>Basic Counselling Principles and Concepts</li> <li>Basic Counselling Skills (active listening, attending behaviour, reflection of feelings, questioning, clarification, summarization, paraphrasing)</li> <li>Stages of Counselling</li> </ol>	<b>15 Hours</b>
	<b>II - THE THERAPEUTIC RELATIONSHIP</b> <ol style="list-style-type: none"> <li>Building Counselling Relationships</li> <li>Facilitating Client Self-Exploration</li> <li>Therapeutic Factors in the counselling process</li> <li>Advanced Counselling Skills (empathy, self-disclosure, confrontation, immediacy)</li> </ol>	<b>15 Hours</b>
	<b>III - WELLNESS COUNSELLING</b> <ol style="list-style-type: none"> <li>Wellness Approach: Differences between pathological and non-pathological approaches</li> <li>Strengths-Based Counselling and its Principles</li> <li>Identifying and Utilising Character Strengths</li> <li>The Illness-Wellness Continuum: Difference between illness and wellness behaviour, factors that affect illness and wellness behaviour</li> </ol>	<b>15 Hours</b>
	<b>IV - MODELS OF HEALTH AND WELLNESS</b> <ol style="list-style-type: none"> <li>The Model of Optimal Mental Wellness</li> <li>The Wheel of Wellness – Components and Application in Counselling</li> <li>The Indivisible Self Model – Components and Application in Counselling</li> <li>The Health Belief Model and its use in Counselling;</li> <li>The Health Promotion Model and its use in Counselling</li> </ol>	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>AudioVisual Teaching Tools</li> <li>Role Plays</li> <li>Group Discussions</li> </ul>	

	<ul style="list-style-type: none"> <li>• Structured Exercises</li> <li>• Crossover learning</li> </ul>
<b>Text Books/ Reference Books/Articles</b>	<p><b>REQUIRED READINGS:</b></p> <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> <p><b>RECOMMENDED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Cochran, J. L., &amp; Cochran, N. H. (2006). The Heart of Counselling: A Guide to Developing Therapeutic Relationships. Belmont, CA: Thomson Brooks/Cole.</li> <li>2. Collie W. Conoley, M. J. (2017). Goal Focused Positive Psychotherapy: A Strengths-Based Approach. OUP USA.</li> <li>3. 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> </ol>
<b>Course Outcomes</b>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and develop characteristics, behaviours and attitudes that positively influence the helping process</li> <li>2. Discuss the strengths-based approach and use it in the counselling process</li> <li>3. Apply various strengths-based assessments and models in counselling to help enhance client growth and maximize their potential.</li> <li>4. Apply various strengths-based assessments and models in</li> <li>5. counselling to help enhance client growth and maximize their potential.</li> </ol>

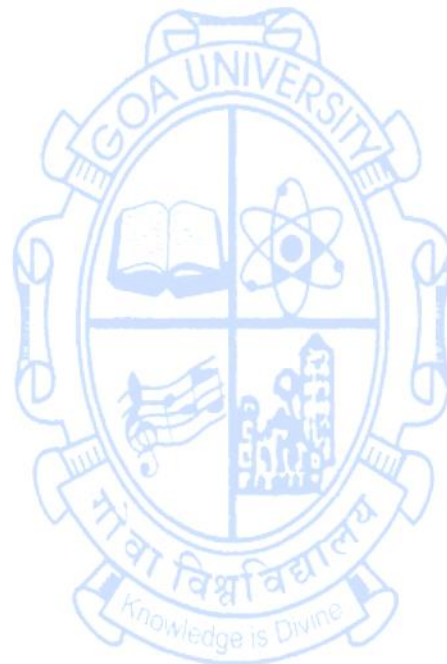
[\(Back to Index\)](#)

**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-501  
**Title of the Course** : Human Development across the Lifespan  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	1. To understand the foundational theories of human development 2. To become aware of the various aspects of development (social, emotional, moral, cognitive, psychosocial) 3. To apply knowledge of development in each stage to facilitate personal growth across the lifespan	
<b>Chapter</b>	<b>I - DEVELOPMENT THEORIES I</b> 1. Erikson's Theory of Psychosocial Development 2. Piaget's Theory of Cognitive Development 3. Vygotsky's Theory of Socio-Cultural Development 4. Kohlberg's And Piaget's Theory of Moral Development.	<b>15 Hours</b>
	<b>II - DEVELOPMENT THEORIES II</b> 1. Bandura's Social Learning Theory 2. James Marcia's Theory of Identity Development 3. Loevinger's Ego Development Theory 4. Theories of Emotional Intelligence	<b>15 Hours</b>
	<b>III – WORKING WITH CHILDREN AND ADOLESCENTS</b> 1. Working with Children: promoting psychosocial adjustment and identity development, fostering virtues, values and strength building 2. Working with Adolescents: promoting healthy lifestyles and relationships, positive identity development, building Self-Efficacy, Self-Esteem, Self-Concept and fostering values	<b>15 Hours</b>
	<b>IV – WORKING WITH ADULTS</b> 1. Young adulthood: supporting adaptation to changing roles, promoting healthy relationships, positive parenting and child rearing 2. Middle adulthood: supporting adaptation to changing life roles and career changes 3. Late Adulthood: supporting adaptation to changing roles, facilitating transitions through retirement and working therapeutically with older adults	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• AudioVisual Teaching Tools</li> <li>• Blended learning</li> <li>• Cross-over learning</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> 1. Berk, Laura E. (2017). Development through the Lifespan. Upper Saddle River, NJ: Pearson. 2. Schaffer, H. R. (2004). Introducing child psychology. Blackwell Publishing. <b>RECOMMENDED 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>Course Outcomes</b>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify specific concerns and problems at the various stages of human development;</li> <li>2. Design effective strategies to deal with specific concerns and conflicts experienced at various stages across the lifespan;</li> <li>3. Formulate developmentally appropriate counselling strategies and interventions to facilitate optimal health and</li> <li>4. Apply the developmental concepts, theories and specific evidence-based research findings to practical settings.</li> </ol>

[\(Back to Index\)](#)



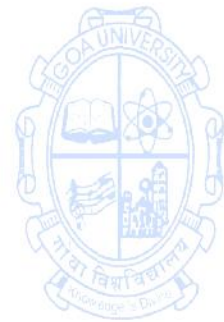
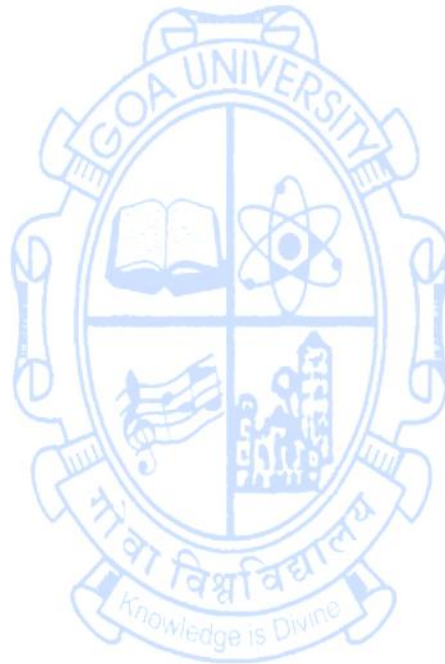
**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-502  
**Title of the Course** : Psychotherapeutic Approaches in Counselling – I  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	1. To forge a comprehensive view of human nature in the light of the therapeutic approaches 2. To be able to implement techniques prescribed within each approach 3. To evaluate the effectiveness of the therapeutic approaches in dealing with various client concerns 4. To be able to incorporate the strengths-based approach in the use of these therapeutic approaches	
<b>Content</b>	<b>I - PSYCHOANALYSIS AND JUNGIAN PSYCHOLOGY</b> 1. View of Human Nature 2. Therapeutic Process 3. Application in Counselling	<b>15 Hours</b>
	<b>II - ADLERIAN COUNSELLING</b> 1. View of Human Nature 2. Therapeutic Process 3. Assessments and Techniques 4. Application in Counselling	<b>15 Hours</b>
	<b>III - HUMANISTIC APPROACHES TO COUNSELLING</b> 1. Person Centred Therapy 2. Gestalt Therapy	<b>15 Hours</b>
	<b>IV - EXISTENTIAL APPROACH TO COUNSELLING</b> 1. View of Human Nature 2. Techniques and Assessments 3. Application in Counselling	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Powerpoint Presentations</li> <li>• Audio-visual Aids</li> <li>• Role Plays</li> <li>• Group Discussions</li> <li>• Case Studies</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</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>RECOMMENDED READINGS:</b> 1. Campbell, S. A. (2003). An Analysis of How Carl Rogers Enacted Client-Centered. Journal of Counselling & Development, 178–184. 2. Gladding, S. T. (2021). Theories of Counselling (3rd Ed). Maryland: Rowman & Littlefield Publishers.	



	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.
<b>Course Outcomes</b>	<p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the development of human nature in keeping with the aforementioned therapeutic approaches</li> <li>2. Apply techniques prescribed within each approach</li> <li>3. Examine the effectiveness of the aforementioned approaches in dealing with various client concerns</li> <li>4. Apply the strengths based approach in the use of these therapeutic approaches</li> </ol>

[\(Back to Index\)](#)

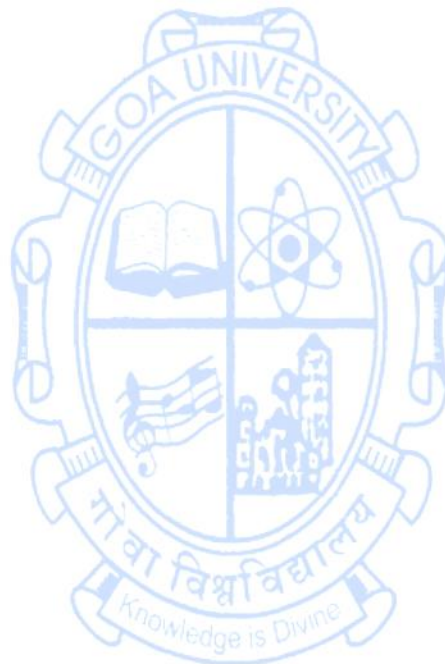


**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-503  
**Title of the Course** : Psychological Assessment  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	1. To familiarize students with psychometric concepts, theory and principles of test construction. 2. To understand the application and contextual interpretation of data from psychological measurement 3. To understand the nature and uses of projective techniques.	
<b>Chapter</b>	<b>I - INTRODUCTION TO PSYCHOLOGICAL TESTING</b> 1. Definition and uses of psychological tests 2. Historical antecedents to modern testing 3. Uses of tests in various settings 4. Fundamentals of administering a psychological tests 5. Appropriate use of tests in agencies and clinical practice.	<b>15 Hours</b>
	<b>II - RELIABILITY AND VALIDITY</b> 1. Concept of reliability, sources of error variance 2. Reliability estimates: Test-retest, Parallel/alternate form, Split-half, Kuder Richardson Formulas, Inter-scorer reliability 3. Concept of validity 4. Types of validity: Face validity, Chapter validity, Criterion related validity, Construct validity 5. Relationship between validity and reliability	<b>15 Hours</b>
	<b>III - PROJECTIVE TECHNIQUES</b> 1. Nature of projective techniques 2. Inkblot techniques 3. Thematic Apperception Test and related instruments 4. Other projective techniques 5. Evaluation of projective techniques	<b>15 Hours</b>
	<b>IV - COMMONLY USED PSYCHOLOGICAL INSTRUMENTS</b> 1. Social development 2. Educational development: Scholastic aptitude scale 3. Emotional development: Emotional intelligence scale 4. Personal development: interest scale, personality test, attitude scale (VIA) 5. Intellectual development: Wechsler's Adult Intelligence Scale, Raven's progressive matrices.	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Blended Learning</li> <li>• Student centred learning</li> <li>• Experiential learning</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> 1. Anastasi, A and Urbina S. (2016). Psychological testing (7 <sup>th</sup> ed.). Person Education India	

	<p>2. Cohen, J. R. &amp; Swerdlik, M. E. (2018). Psychological Testing and Assessment: An Introduction to Tests and Measurement. (9<sup>th</sup> ed.). New Delhi: McGraw-Hill Education.</p> <p>3. Gregory, R. J. (2017). Psychological Testing: History, Principles, and Applications (7th Ed.).New Delhi: Pearson (India) Pvt. Ltd.</p>
<b>Course Outcomes</b>	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand psychometric theory;</li> <li>2. Learn test administration;</li> <li>3. Relate to the application and contextual interpretation of data from psychological measurement; and</li> <li>4. Explain the concepts in psychometrics.</li> </ol>

[\(Back to Index\)](#)



**DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) (ANY ONE)**

Name of the Programme : M. A. Wellness Counselling

Course Code : WCP-521

Title of the Course : Counselling in Schools

Number of Credits : 04

Effective from AY : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To be trained to identify the skills, qualities and characteristics that are necessary to be picked up in order to perform their duties to their best abilities in school settings.</li> <li>To learn to collaborate with school and other personnel in order to provide orientations as well as direct and indirect services to their clients</li> <li>To learn how to identify the strengths of the counselees and to guide them to build on their strengths and competencies for achieving greater success</li> <li>To be able to engage in personal and professional self-evaluation and know the implications for practice</li> </ol>	
<b>Content</b>	<b>I - INTRODUCTION TO SCHOOL COUNSELLING</b> <ol style="list-style-type: none"> <li>Need and Scope of School Counselling</li> <li>Characteristics and Role of the School Counsellor</li> <li>Relational Aspects of School Counselling</li> <li>School Counselling Program: Principles and Scope</li> </ol>	<b>15 Hours</b>
	<b>II – ETHICAL STANDARDS FOR SCHOOL COUNSELLORS</b> <ol style="list-style-type: none"> <li>Responsibilities to Students</li> <li>Responsibilities to Parents/Guardians</li> <li>Responsibilities to School</li> <li>Responsibilities to Self</li> <li>Responsibilities to the Profession</li> </ol>	<b>15 Hours</b>
	<b>III - SCHOOL COUNSELLING PROGRAM – PHASE I</b> <ol style="list-style-type: none"> <li>Planning a School Counselling Program</li> <li>Setting Up a School Counselling Program</li> </ol> Knowledge, Skills, Abilities and Attitudes involved in each phase	<b>15 Hours</b>
	<b>IV - SCHOOL COUNSELLING PROGRAM - PHASE II</b> <ol style="list-style-type: none"> <li>Managing a School Counselling Program</li> <li>Evaluating a School Counselling Program</li> </ol> Knowledge, Skills, Abilities and Attitudes involved in each phase	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Audio-visual Aids</li> <li>Group Discussions</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> <ol style="list-style-type: none"> <li>Chandel, P. J. (n.d.). Student support: School guidance &amp; counselling System in India. Vadodara, Gujarat, India.</li> <li>Davis, S. E. (n.d.). Collaboration: The Critical Role of the School Counselor. Chapel Hill, North Carolina, United States of America.</li> </ol>	

	<ol style="list-style-type: none"> <li>3. Harrison, M. (2021). School Counselling in an Asian Cultural Context: Insights from Hong Kong and the Asia-Pacific Region. Taylor &amp; Francis Ltd.</li> <li>4. Kolbert, J. B., Crothers, L. M., &amp; Hughes, T. L. (2016). Introduction to Professional School Counseling: Advocacy, Leadership, and Intervention. New York: Routledge.</li> <li>5. Watkins, M. A.-K. (n.d.). Collaborative Relationships Between Principals and School Counselors: Southeast Missouri, United States of America.</li> <li>6. Association, A. S. (2012). ASCA National Model: A Framework for School Counseling Programs. America: American School Counseling Association.</li> <li>7. Sikarwar, D. S. (2020). Handbook on School Counselling. India: Notion Press.</li> </ol> <p><b>RECOMMENDED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. R. Parikh, D. M. (2019). Priorities and preferences for school-based mental. Global Mental Health.</li> <li>2. S.A., K. H. (2014). Emerging area of Counselling in Schools in India. International Research Journal of Social Sciences, Vol. 3(3).</li> <li>3. Vikram Patel, L. A. (2013). A School Counsellor Casebook. Delhi: Byword Books.</li> </ol>
<p><b>Course Outcomes</b></p>	<p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and utilise counselee strengths to achieve general wellbeing and academic success</li> <li>2. Examine personal and professional competencies of oneself for increased efficiency</li> <li>3. Discuss and apply the Ethical Standards for School Counsellors</li> <li>4. Develop a plan for a School Counselling Program</li> </ol>

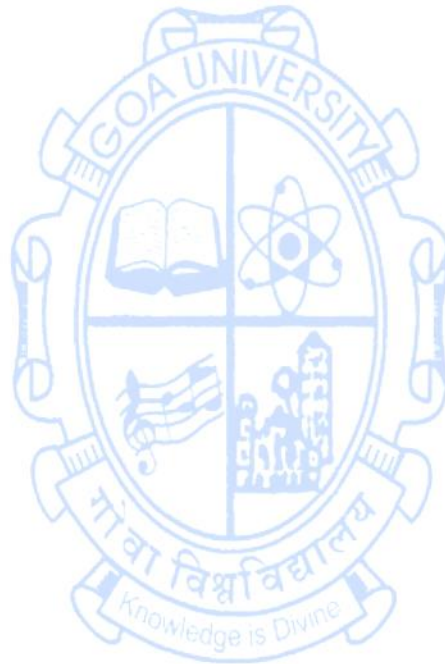
[\(Back to Index\)](#)

**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-522  
**Title of the Course** : Marriage and Family Counselling  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	1. To familiarise the students with the concept of marriage and family counselling. 2. To make the students understand the importance of marriage and family counselling. 3. To introduce to the students different principles of effective couples counselling.	
<b>Chapter</b>	<b>I - INTRODUCTION TO MARRIAGE COUNSELLING</b> 1. Marriage: Meaning, types and stages in a marriage 2. Different types of love 3. Determinants of a lasting relationship 4. Changing trends in marriage 5. Sources of conflict in a marriage: finances, communication, values, roles in a marriage, love languages, anger issues	<b>15 Hours</b>
	<b>II - PRINCIPLES FOR DOING EFFECTIVE COUPLES COUNSELLING</b> 1. Research based methods to help couples 2. Assess first, then decide treatment 3. Understand each partner's inner world 4. Map your treatment route 5. Process past regrettable incidents	<b>15 Hours</b>
	<b>III - INTRODUCTION TO FAMILY THERAPY</b> 1. The foundations of family therapy 2. The Evolution of Family Therapy 3. The Fundamental Concepts of Family Therapy 4. Basic Techniques of Family Therapy	<b>15 Hours</b>
	<b>IV - THE CLASSIC SCHOOLS OF FAMILY THERAPY</b> 1. Bowen Family Systems Therapy 2. Strategic Family Therapy 3. Structural Family Therapy 4. Experiential Family Therapy 5. Psychoanalytic Family Therapy 6. Cognitive-Behavioural Family Therapy	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Case study</li> <li>• Experiential learning</li> <li>• blended learning</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> 1. Nichols, M. P. (2015). Family therapy: Concepts and methods (11th ed). 2. Gottman, J.S., Gottman, J. M., & Siegel, D. J. (2015). 10 principles for doing effective couples therapy. New York: W.W. Norton & company	

	3. Sharf, R.S. (2011). Theories of psychotherapy and counselling: concepts and cases. Pacific Grove: Brooks/Cole Pub. Co.
<b>Course Outcomes</b>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the different concepts and theories marriage and family counselling</li> <li>2. Examine classic schools of family therapy</li> <li>3. Apply principles for effective couples counselling</li> <li>4. Identify sources of conflicts in a marriage</li> </ol>

[\(Back to Index\)](#)



**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-523  
**Title of the Course** : Counselling in Addictive Behaviour  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To identify and have a working familiarity with predominant addictions theories and therapeutic approaches used in the treatment of addictions today.</li> <li>To comprehend the various kinds of behavioural addictions and identify suitable treatment models</li> <li>To become familiar with approaches aimed at preventing the development of addictive behaviours.</li> </ol>	
<b>Chapter</b>	<b>I - INTRODUCTION TO ADDICTION</b> <ol style="list-style-type: none"> <li>Definition of Terms</li> <li>Models of Addiction: Moral Model, Disease Model, Behavioural Model, Social Model, Biopsychosocial Model</li> <li>Risk And Protective Factors for Substance Use</li> <li>Guiding Principles for Treatment</li> </ol>	<b>15 Hours</b>
	<b>II – ASSESSMENT</b> <ol style="list-style-type: none"> <li>Diagnostic Criteria – DSM V Classification</li> <li>Mental State Examination</li> <li>Strength-based Assessment of Motivation to Change</li> </ol>	<b>15 Hours</b>
	<b>III - BEHAVIOURAL ADDICTIONS</b> <ol style="list-style-type: none"> <li>Overview of Behavioural Addictions</li> <li>Characteristics of Behavioural Addictions</li> <li>Management of Behavioural Addictions using a Wellness Approach</li> <li>Addiction Prevention Programs</li> </ol>	<b>15 Hours</b>
	<b>IV - Treatment And Therapeutic Options</b> <ol style="list-style-type: none"> <li>Motivational Interviewing</li> <li>Trans Theoretical Model of Change</li> <li>Psychotherapeutic Approaches: CBT / MBCT</li> <li>AA - 12 Step Model</li> <li>Relapse Prevention – Stages of Relapse, Lapse Management, Relapse Prevention Models</li> </ol>	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Crossover Learning</li> <li>Audio Visual Teaching Tools</li> <li>Book Review Assignment</li> <li>Flipped Learning</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> <ol style="list-style-type: none"> <li>Chandler, C. S. (2018). Addiction psychology: Theory, intervention and practical issues. New Delhi: Sage Publications.</li> <li>Feder, L. C. (2014). Behavioral Addictions: Criteria, Evidence, and Treatment. Netherlands: Elsevier Science.</li> </ol>	



	<p>3. Van Wormer, K. S., Davis, D. R. (2003). <i>Addiction Treatment: A Strengths Perspective</i>. United States: Brooks/Cole--Thomson Learning.</p> <p><b>RECOMMENDED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. <i>Addiction: Psychology and Treatment</i>. (2017). United Kingdom: Wiley.</li> <li>2. Chandler, C., Andrews, A. (2018). <i>Addiction: A Biopsychosocial Perspective</i>. United Kingdom: SAGE Publications.</li> <li>3. DiClemente, C. C. (2018). <i>Addiction and Change: How Addictions Develop and Addicted People Recover</i>. United Kingdom: Guilford Publications.</li> <li>4. <i>Theory and Practice of Addiction Counseling</i>. (2017). United States: SAGE Publications.</li> </ol>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss knowledge and skills useful in working with individuals with addictive behaviors</li> <li>2. Classify specific addiction models with suitable counselling approaches</li> <li>3. Understand the different approaches to recovery and prevention of addictive behaviours</li> <li>4. Apply knowledge of assessment tools and criteria to recognize signs and characteristics of addictive behaviours</li> </ol>

[\(Back to Index\)](#)

**SEMESTER II****DISCIPLINE SPECIFIC CORE COURSES (DSC)**

Name of the Programme : M. A. Wellness Counselling

Course Code : WCP-504

Title of the Course : Personality in Positive Psychology

Number of Credits : 04

Effective from AY : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To understand the core concepts of personality psychology and positive psychology.</li> <li>To examine the role of strengths, virtues, and character in promoting positive psychological functioning.</li> <li>To analyse the impact of personality on resilience and the ability to bounce back from adversity.</li> </ol>	
<b>Content</b>	<b>I - EXPLORING PERSONALITY AND POSITIVE PSYCHOLOGY</b> <ol style="list-style-type: none"> <li>Positive Psychology : Roots, Assumptions, Goals</li> <li>Understanding Personality for Personal And Professional Growth</li> <li>How Positive Psychology Aligns with and Complements the Big Five Personality Traits</li> <li>Positive Psychology in a Cultural Context</li> </ol>	<b>15 Hours</b>
	<b>II - POSITIVE EMOTIONS AND SUBJECTIVE WELLBEING</b> <ol style="list-style-type: none"> <li>Positive Emotions and it's Benefits</li> <li>Impact Of Positive Emotions on Health and Wellbeing</li> <li>Happiness And Subjective Wellbeing</li> <li>Antecedents Of Subjective Wellbeing</li> </ol>	<b>15 Hours</b>
	<b>III - SOURCES OF STRENGTH</b> <ol style="list-style-type: none"> <li>Character Strengths, Virtues, Values and their function</li> <li>Resilience: sources, factors of resilience in children and disadvantaged youth</li> <li>Hope: antecedents, components, factors influencing hope, cultivation of hope</li> <li>Interventions Based on Positive Psychology</li> </ol>	<b>15 Hours</b>
	<b>IV - POST TRAUMATIC GROWTH</b> <ol style="list-style-type: none"> <li>Types Of Trauma</li> <li>Positive and Negative Effects of Trauma</li> <li>Explanations For Growth Through Trauma</li> <li>Trauma Therapy Techniques</li> </ol>	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Audio Visual Tools</li> <li>Blended Learning</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> <ol style="list-style-type: none"> <li>Baumgardner, S. R., &amp; Crothers, M. K. (2009). Positive psychology. Prentice Hall/Pearson Education.</li> </ol>	

	<ol style="list-style-type: none"> <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> <p><b>RECOMMENDED READINGS:</b></p> <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>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the role of personality in influencing well-being, positive emotions and personal growth</li> <li>2. Identify sources of strength in individuals that enable them to cope with set backs</li> <li>3. Apply positive psychology interventions to enhance individual well-being</li> <li>4. Discuss strategies that can be useful in post-traumatic growth</li> </ol>

[\(Back to Index\)](#)

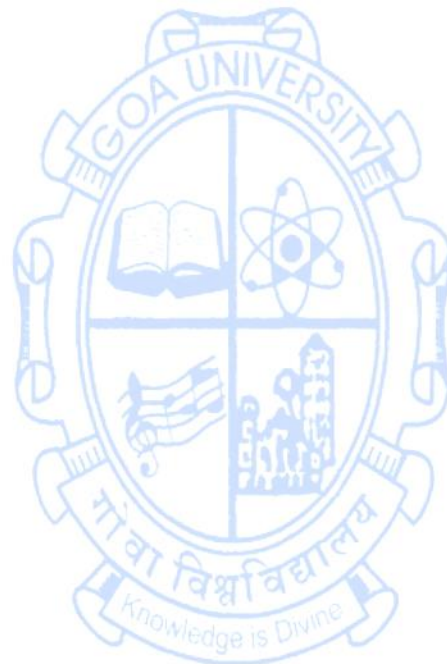
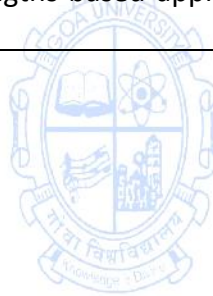


**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-505  
**Title of the Course** : Psychotherapeutic Approaches in Counselling – II  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	1. To forge a comprehensive view of human nature in the light of the theoretical approaches 2. To be able to implement techniques prescribed within each approach 3. To evaluate the effectiveness of the approaches in dealing with various client concerns 4. To be able to incorporate the strengths based approach in the use of these therapeutic approaches	
<b>Chapter</b>	<b>I - TRANSACTIONAL ANALYSIS (TA)</b> 1. View of human nature – ego states, transactions, life-positions 2. The therapeutic process and techniques 3. Application of TA	<b>15 Hours</b>
	<b>II - BEHAVIOUR THERAPY</b> 1. Introduction to the theoretical basis of behaviour therapy 2. Stages and techniques 3. Application of behaviour therapy	<b>15 Hours</b>
	<b>III - COGNITIVE APPROACHES TO COUNSELLING</b> 1. Rational Emotive Behaviour Therapy (REBT) 2. Cognitive Behaviour Therapy (CBT) 3. Reality Therapy	<b>15 Hours</b>
	<b>IV - HOLISTIC APPROACHES TO COUNSELLING</b> 1. Solution Focused Therapy (SFT) 2. Eclectic and Integrative Approaches	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentations</li> <li>• Audio-visual Aids</li> <li>• Role Plays</li> <li>• Group Discussions</li> <li>• Case Studies</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</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. (4 <sup>th</sup> ed.). Pearson. 3. Sharf, R. S. (2020). Theories of Psychotherapy and Counselling. Cengage Learning. <b>RECOMMENDED 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>Course Outcomes</b>	At the end of the course, the student will be able to: <ol style="list-style-type: none"><li>1. Explain the development of human nature in keeping with the aforementioned therapeutic approaches</li><li>2. Apply techniques prescribed within each approach</li><li>3. Examine the effectiveness of the aforementioned approaches in dealing with various client concerns</li><li>4. Apply the strengths based approach in the use of these therapeutic approaches</li></ol>
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[\(Back to Index\)](#)



**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-506  
**Title of the Course** : Legal & Ethical Issues  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	1. To become familiar with the applicable state laws and ethical codes and standards of practice 2. To describe and follow steps in Ethical Decision Making 3. To understand how ethical guidelines apply to a variety of specific issues or scenarios	
<b>Content</b>	<b>I - INTRODUCTION TO ETHICS</b> 1. What are ethics? 2. Ethical Principles of Counselling 3. Reasons for Ethical Codes 4. A Model for Professional Practice	<b>15 Hours</b>
	<b>II - ETHICAL AND PROFESSIONAL STANDARDS</b> 1. ACA Code of Ethics 2. APA Code of Conduct 3. Ethical Decision Making Models	<b>15 Hours</b>
	<b>III - ETHICS ISSUES IN COUNSELLING</b> 1. Client Rights and Counsellor Responsibilities 2. Managing Professional Boundaries 3. Recognizing And Resolving Personal Value Conflicts 4. Preventing Counsellor Impairment 5. Ethical Challenges of New Digital Technologies	<b>15 Hours</b>
	<b>IV - LEGAL ASPECTS AND POLICIES</b> 1. Overview of Legal Policies - POCSO Act 2012, Goa Children's Act 2005, The Maintenance and Welfare of Parents and Senior Citizens Act 2007 2. Counselling Minor Clients 3. Counselling Vulnerable Adults 4. Legal requirements for counselling in India	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Blended Learning</li> <li>• Case Study Reviews</li> <li>• Flipped Learning</li> <li>• Audio Visual Teaching Tools</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> 1. Ethical Principles of Psychologists and Code of Conduct. (2003). United States: American Psychological Association. 2. Pope, K. S., & Vasquez, M. J. (2016). Ethics in psychotherapy and counseling: A practical guide. John Wiley & Sons. 3. Remley, T. P., Herlihy, B. P. (2013). Ethical, Legal, and Professional Issues in Counseling: Pearson New International Edition. United Kingdom: Pearson Education.	

	<ol style="list-style-type: none"> <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.</li> <li>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>RECOMMENDED 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>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the various ethical responsibilities of counsellors</li> <li>2. Identify and resolve conflicts between personal and professional values</li> <li>3. Apply ethical decision-making models to resolve ethical issues in counselling</li> <li>4. Identify ethical conflicts that could arise during the counselling process</li> </ol>


[\(Back to Index\)](#)

### DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) (ANY ONE)

Name of the Programme : M. A. Wellness Counselling  
 Course Code : WCP-524  
 Title of the Course : Career Counselling  
 Number of Credits : 04  
 Effective from AY : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To develop an understanding of the major career development theories and decision-making models</li> <li>To understand the basic process and techniques of career counselling and acquire skills in career assessment</li> <li>To explore issues, challenges and consequences for individuals and their families as a result of the changing world of work.</li> </ol>	
<b>Content</b>	<b>I - CAREER DEVELOPMENT THEORIES</b> <ol style="list-style-type: none"> <li>Trait – Factor, Personality, Self-Concept Theory</li> <li>Happenstance Learning Theory</li> <li>Social Cognitive Career Theory</li> <li>Emerging Theoretical Approaches</li> </ol>	<b>15 Hours</b>
	<b>II - CAREER ASSESSMENT TECHNIQUES</b> <ol style="list-style-type: none"> <li>Interest - Comprehensive Interest Schedule - CIS</li> <li>Aptitude - Aptitude Battery for Career Counselling – (ABCC)</li> <li>Values Assessment- VIA</li> <li>Personality, Strengths and Needs Assessment</li> <li>Ethical considerations and responsible use of assessments</li> </ol>	<b>15 Hours</b>
	<b>III - CAREER COUNSELLING PROCESS AND TECHNIQUES</b> <ol style="list-style-type: none"> <li>Career Development Principles</li> <li>Stages Of Career Counselling</li> <li>Career Decision Making Models</li> <li>Developing Career Intervention Programs</li> <li>Career And Life Design</li> </ol>	<b>15 Hours</b>
	<b>IV - APPLICATIONS OF CAREER COUNSELLING</b> <ol style="list-style-type: none"> <li>Career Development in Childhood</li> <li>Adolescent Career Development</li> <li>Adult Career Crisis and Transition</li> <li>Career Counselling for Populations with Special Needs</li> <li>Careers and the Changing Nature of Work</li> </ol>	<b>15 Hours</b>
<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>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> <ol style="list-style-type: none"> <li>Sharf, R. S. (2010). Applying Career Development Theory to Counseling. United States: Brooks/Cole Cengage Learning.</li> <li>Swanson, J. L., Fouad, N. A. (2015). Career Theory &amp; Practice: Learning Through Case Studies. United States: SAGE Publications.</li> </ol>	



	<p>3. Tang, M. (2018). Career Development and Counseling: Theory and Practice in a Multicultural World. United States: SAGE Publications.</p> <p><b>RECOMMENDED READINGS:</b></p> <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., Reh fuss, 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> <li>3. Krumboltz, J. D., Foley, P. F., &amp; Cotter, E. W. (2013). Applying The Happenstance Learning Theory To Involuntary Career Transitions. The Career Development Quarterly, 61(1), 15–26.</li> <li>4. Lent, R. W. (2013). Career-life preparedness: Revisiting career planning and adjustment in the new workplace. The career development quarterly, 61(1), 2-14.</li> <li>5. Niles, S. G., Harris-Bowlsbey, J. E. (2013). Career Development Interventions in the 21st Century: Pearson New International Edition. United Kingdom: Pearson Education.</li> <li>6. Reardon, R., Lenz, J., Peterson, G. W., Sampson, J. (2017). Career Development and Planning: A Comprehensive Approach. United States: Kendall Hunt Publishing Company.</li> <li>7. Zikic, J. and Franklin, M. (2010), Enriching Careers and Lives: Introducing A Positive, Holistic, And Narrative Career Counseling Method That Bridges Theory and Practice. Journal of Employment Counseling, 47: 180-189.</li> <li>8. Zunker, V. G. (2002). Career Counselling: Applied Concepts of Life Planning. United States: Brooks/Cole-Thomson Learning.</li> <li>9. Zunker, V. G., Osborn, D. S. (2012). Using Assessment Results For Career Development: Career Counselling : A Holistic Approach. United States: Brooks/Cole Cengage Learning.</li> </ol>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the various factors influencing career choice and development</li> <li>2. Identify appropriate career assessments and strategies for use in career intervention programs</li> <li>3. Construct career plans that meet the individual's unique needs</li> <li>4. Develop strategies for building career adaptability</li> </ol>

[\(Back to Index\)](#)

Name of the Programme : M. A. Wellness Counselling

Course Code : WCP-525

Title of the Course : Grief Counselling

Number of Credits : 04

Effective from AY : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<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>Content</b>	<b>I - INTRODUCTION TO GRIEF</b> <ol style="list-style-type: none"><li>1. Grief: types of grief, difference between grieving, bereavement &amp; mourning, common misconceptions</li><li>2. Cultural Influences on Grief and Mourning Practices</li><li>3. Grief Counseling: goals, skills and techniques</li><li>4. Challenges While Working with the Bereaved</li></ol>	<b>15 Hours</b>
	<b>II - THEORIES OF GRIEF</b> <ol style="list-style-type: none"><li>1. Tasks of Mourning</li><li>2. The Continuing Bonds Theory</li><li>3. Dual Process Model of Grief</li><li>4. Stages of Grief - Kubler Ross Model</li></ol>	<b>15 Hours</b>
	<b>III - GRIEF ACROSS THE LIFE SPAN</b> <ol style="list-style-type: none"><li>1. Differences In Men and Women Grieving</li><li>2. Grief In Childhood, Responses to Grief and Interventions</li><li>3. Grief In Adolescence, Responses to Grief and Interventions</li><li>4. Grief In Young, Middle, Late Adulthood, Responses to Grief and Interventions</li></ol>	<b>15 Hours</b>
	<b>IV - GRIEF AND CHRONIC ILLNESS: COUNSELING APPROACHES</b> <ol style="list-style-type: none"><li>1. Understanding The Grief Experience in Chronic Illness</li><li>2. Psychological Impact on Individuals and Families</li><li>3. Coping Mechanisms and Adjustment to Chronic Illness</li><li>4. Counseling Approaches for Psychological Well-Being.</li><li>5. Self-Care Approaches for Professionals</li></ol>	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"><li>• Case Discussion</li><li>• Blended Learning</li><li>• Role Play</li></ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</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>RECOMMENDED 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. <i>School Psychology International</i>, 32(2), 117–131.</li> <li>2. Ferow, A. (2019). Childhood Grief and Loss. <i>European Journal of Educational Sciences</i>, Special Edition, 1-13.</li> <li>3. Larsen, P. D., Lubkin, I. M. (2009). <i>Chronic Illness: Impact and Intervention</i>. United Kingdom: Jones and Bartlett Publishers.</li> <li>4. Malone, P. A. (2016). <i>Counseling Adolescents Through Loss, Grief, and Trauma</i>. 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. <i>Issues in Comprehensive Pediatric Nursing</i>, 38(3), 222–240.</li> <li>6. Techniques of Grief Therapy: Assessment and Intervention. (2015). United Kingdom: Taylor &amp; Francis.</li> </ol>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate various theoretical models of grief and their practical applications.</li> <li>2. Support individuals going through chronic illness</li> <li>3. Apply specific counseling principles and interventions that may be helpful in working with bereaved clients experiencing grief reactions</li> <li>4. Identify and resolve challenges when working with bereaved clients</li> </ol>

[\(Back to Index\)](#)

**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-526  
**Title of the Course** : Developing Emotional Intelligence for Wellbeing  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	1. To familiarise the student with the concepts of emotions and emotional intelligence 2. To understand ways to develop emotional intelligence. 3. To recognise emotions in others, responding to those emotions in order to inspire high performance.	
<b>Content</b>	<b>I - INTRODUCTION TO EMOTIONAL INTELLIGENCE</b> 1. Emotions: definition, categories and theories of emotions (James-Lange theory, Cannon –Bard theory, Schacher-Singer theory of emotions) 2. Definition of emotional intelligence 3. Five components of emotional intelligence 4. Models of emotional intelligence: Ability, Trait and Mixed 5. Benefits of emotional intelligence	<b>15 Hours</b>
	<b>II - IMPORTANCE OF EMOTIONAL INTELLIGENCE</b> 1. Emotional intelligence link to verbal intelligence, and social support 2. Emotional intelligence relates to well-being 3. Implication of emotional intelligence for personal, social, academic, and workplace success	<b>15 Hours</b>
	<b>III - DEVELOPING EMOTIONAL INTELLIGENCE</b> 1. Developing emotional intelligence in children 2. Developing emotional intelligence in adolescence 3. Developing emotional intelligence in adults	<b>15 Hours</b>
	<b>IV - APPLICATION OF EMOTIONAL INTELLIGENCE IN EVERYDAY LIFE</b> 1. Conflict Management- meaning, definition, concept, stages- pre-negotiation stage, negotiation stage, post negotiation stage, conflict management and success. 2. Co-operation and collaboration- meaning, skill of co-operation and collaboration and success, development of the skill of co-operation and collaboration 3. Problem Solving – meaning, scientific method of problem solving, development of problem solving ability 4. Emotional intelligence and personal development- Assertiveness, effective communication, self confidence, optimism	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Blended Learning</li> <li>• Crossover learning</li> <li>• Experiential learning</li> </ul>	

<p><b>Text Books/ Reference Books/Articles</b></p>	<p><b>REQUIRED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Caruso, D. R. &amp; Salovey, P. (2004). The emotionally intelligence manager. Josey and Bass; 1st Ed. ISBN# 978-0787970710</li> <li>2. Goleman,D.(2006)Emotional Intelligence. Bantam Publishers</li> <li>3. Pool, L. D. &amp; Qualter, P. (2018). An introduction to Emotional Intelligence. Wiley-Blackwell; 1st ed. ISBN: 978-1119108269.</li> <li>4. Stein, S. J., Book, H. E., &amp; Kanoy, K. (2013). The student EQ edge: Emotional intelligence and your academic and personal success.</li> </ol> <p><b>RECOMMENDED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Emotional Intelligence As A Predictor Of Academic And/Or Professional Success. By: Romanelli, Frank; Cain, Jeff; Smith, Kelly M. American Journal Of Pharmaceutical Education. Aug 2006, Vol. 70 Issue 3, P1-10. 10p.</li> <li>2. Emotional Intelligence For School Administrators: A Priority For School Reform? By Moore, Bobby. American Secondary Education Summer 2009, Vol.37, Issue 3, P20-28, 9p.Fv</li> </ol>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Know the importance and impact of emotional intelligence in life</li> <li>2. Understand the application of emotional intelligence and</li> <li>3. Facilitate the development of emotional intelligence in the counselling process</li> <li>4. Develop emotional intelligence in their lives.</li> </ol>

[\(Back to Index\)](#)

**SEMESTER III****RESEARCH SPECIFIC ELECTIVE COURSES (RSE) (ANY TWO)**

Name of the Programme : M. A. Wellness Counselling

Course Code : WCP-600

Title of the Course : Quantitative Research

Number of Credits : 04

Effective from AY : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To provide students with a strong foundation in quantitative research methods that are essential for pursuing advanced research degrees, such as a Doctor of Philosophy (Ph.D.) or Masters in Philosophy.</li> <li>To equip students with the knowledge and skills to effectively write research reports, theses, dissertations, research papers, and articles using quantitative research techniques.</li> <li>To enable students to apply fundamental quantitative research principles in the context of psychological research.</li> </ol>	
<b>Chapter</b>	<b>I - INTRODUCTION TO QUANTITATIVE RESEARCH</b> <ol style="list-style-type: none"> <li>Meaning of research and objectives</li> <li>Meaning of social research and objectives</li> <li>Types of research and Goals of research</li> <li>Difficulties of social research</li> <li>Ethical issues in psychological counselling research</li> <li>Meaning of validity and its types</li> <li>Meaning of reliability and its types</li> <li>Need of research in counselling</li> </ol>	<b>15 Hours</b>
	<b>II - FUNDAMENTAL RESEARCH CONCEPTS</b> <ol style="list-style-type: none"> <li>Steps in the research process</li> <li>Definition and nature of variables: operationally defining variables, independent variable, dependent variable, extraneous variable</li> <li>Research problem: definition, selecting a research problem, techniques involved in defining a problem</li> <li>Formulation, importance and defining a hypothesis</li> <li>Types and forms of hypotheses</li> </ol>	<b>15 Hours</b>
	<b>III - SAMPLING TECHNIQUES AND DATA COLLECTION</b> <ol style="list-style-type: none"> <li>Sampling techniques: Deliberative sampling, simple random sampling, systematic sampling, stratified sampling, quota sampling, cluster sampling and area sampling, multistage sampling</li> <li>Data collection: Interview method, Questionnaires, Surveys, controlled Observation, Experiments.</li> <li>Importance of non-verbal cues in data collection</li> </ol>	<b>15 Hours</b>
	<b>IV - EXPERIMENTAL DESIGNS</b> <ol style="list-style-type: none"> <li>Randomized block designs</li> <li>Repeated measures design</li> <li>Latin square</li> </ol>	<b>15 Hours</b>

	<ol style="list-style-type: none"> <li>4. Time series</li> <li>5. Single subject designs</li> <li>6. Experimental and Quasi experimental design</li> </ol>	
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Blended Learning</li> <li>• Student centred learning</li> <li>• Experiential learning</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<p><b>REQUIRED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Research Methodology: the discipline and its dimensions by Dr. Jai Narain Sharma.</li> <li>2. Research methodology: Methods and techniques by C.R. Kothari</li> <li>3. Research in Education, Best, John W., &amp; Kahn, James V. (2006) New Jersey: Pearson Education Inc. 10th ed.</li> <li>4. Research Methodology. By Sharma, K. R. (2002) New Delhi, National Publishing House.</li> </ol>	
<b>Course Outcomes</b>	<p>At the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Comprehend the fundamental research methods used in psychology.</li> <li>2. Write various scientific documents, including research reports, theses, dissertations, research papers, articles, and essays.</li> <li>3. Apply core quantitative research principles to conduct and analyze psychological research effectively.</li> <li>4. Identity and differentiate between the different experimental designs.</li> </ol>	

[\(Back to Index\)](#)

Name of the Programme : M. A. Wellness Counselling

Course Code : WCP-601


Title of the Course : Qualitative Research

Number of Credits : 04

Effective from AY : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To teach students qualitative research methods essential for pursuing advanced research degrees, such as a Doctor of Philosophy (Ph.D.).</li> <li>To familiarize students with qualitative research techniques and enable them to effectively write research reports, theses, and dissertations.</li> <li>To apply qualitative research concepts in the context of psychological research.</li> </ol>	
<b>Chapter</b>	<b>I - INTRODUCTION TO QUALITATIVE RESEARCH</b> <ol style="list-style-type: none"> <li>What is qualitative research?</li> <li>A qualitative research model</li> <li>Themes of qualitative research</li> <li>Traditions of qualitative research; Grounded theory, Narrative approach, Ethnography, Action research and Discourse analysis</li> </ol>	<b>15 Hours</b>
	<b>II - METHODS OF DATA COLLECTION</b> <ol style="list-style-type: none"> <li>Documents or Chapter analysis</li> <li>Case studies</li> <li>Observations</li> <li>Interviews</li> <li>Other qualitative data collection techniques: photographs, films, videos, conversations, texts</li> </ol>	<b>15 Hours</b>
	<b>III - USE OF PROJECTIVE TECHNIQUES IN QUALITATIVE RESEARCH</b> <ol style="list-style-type: none"> <li>House tree person test</li> <li>Draw a person test</li> <li>Thematic Apperception Test</li> <li>Sentence completion test</li> </ol>	<b>15 Hours</b>
	<b>IV - QUALITATIVE DATA ANALYSIS</b> <ol style="list-style-type: none"> <li>Chapter analysis</li> <li>Thematic analysis</li> <li>Narrative analysis</li> <li>Grounded theory analysis</li> <li>Discourse analysis</li> </ol>	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Blended Learning</li> <li>Student centred learning</li> <li>Experiential learning</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> <ol style="list-style-type: none"> <li>Hussain, A. (2012). Psychological testing. New Delhi: Pearson Education India</li> </ol>	



	<ol style="list-style-type: none"> <li>2. Hussain, A. (2014). Experiments in psychology. Delhi: PHI Learning Private Limited.</li> <li>3. Kidder, L.H., &amp; Fine, M.(1997). Qualitative inquiry in psychology: A radical tradition. In D. Fox</li> <li>4. Miller, L.A., Lovler, R.L., &amp;McIntire, S.A. (2015). Psychological testing: A practical approach. (4thed.). New Delhi: Sage Publications</li> <li>5. Ritchie, J.&amp; Lewis,J.(eds.).(2003).Qualitative research practice: A guide for social science students</li> <li>6. Shergill, H.K. (2012). Experimental psychology. New Delhi: Prentice hall India Learning Private Limited.</li> </ol> <p><b>RECOMMENDED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Best, J. W., &amp; Kahn, J. V. (2006). Research in Education (10th ed.). Boston: Pearson Education, Inc. Delhi: Sage.</li> <li>2. Kvale,S.(Ed.) (1997).Psychology &amp; Post-modernism. New Delhi:Sage Publications</li> <li>3. Mason,J.(1996). Qualitative researching. New Delhi: Sage.</li> <li>4. McGhee, P. (2001). Thinking critically about qualitative research in psychology. In P. McGhee,Sage.</li> <li>5. Smith, J.A.(ed.)(2003).Qualitative psychology: A practical guide to research methods. New Delhi:</li> <li>6. Smith, J.A., Harre,R., &amp; Langenhove, L.V.(eds.).(1995).Rethinking methods in psychology. New</li> <li>7. Thinking psychologically (pp.98-111). New York: Palgrave</li> <li>8. Tuffin, K.(2005).Understanding critical social psychology. New Delhi: Sage</li> </ol>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Grasp the core principles and intricacies of qualitative research methods.</li> <li>2. Effectively apply qualitative research techniques in conducting psychological studies.</li> <li>3. Demonstrate proficiency in utilizing qualitative research approaches to write a variety of academic documents, such as research reports, theses, dissertations, research papers, articles, and essays.</li> <li>4. Know the usage of projective techniques in qualitative research</li> </ol>

[\(Back to Index\)](#)



**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-602  
**Title of the Course** : Academic Writing  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	1. To familiarize students with the theory and principles of academic writing and reading. 2. To equip students with the contextual information and process of academic writing as per the latest APA guidelines. 3. To acquaint students with techniques in academic writing as per the latest APA guidelines.	
<b>Chapter</b>	<b>I - ACADEMIC WRITING</b> 1. Goal of academic writing 2. Principles of Academic writing 3. Academic Writing for Research Papers (Comparative Analysis, Correlational, Descriptive, Experimental) 4. AI in Academic Writing	<b>15 Hours</b>
	<b>II - READING AND SUMMARIZING</b> 1. The art of reading for academic purposes; what to read first, what to emphasize 2. Reading for specific purposes 3. Characteristics of a good summary 4. Types of Summaries 5. Summarizing to various scales	<b>15 Hours</b>
	<b>III - WRITING PROCESS</b> 1. Choosing a topic 2. Developing a thesis statement 3. Planning the manuscript – Introduction, Body of Chapter, Conclusion 4. Revising, Editing, Proof reading 5. Preparing a manuscript	<b>15 Hours</b>
	<b>IV - APA GUIDELINES</b> 1. Paper Format 2. Citations 3. Mechanics of Style 4. Bias Free Language 5. Tables and Figures 6. References 7. Publication Process	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Blended Learning</li> <li>• Flipped Classroom/Flipped Learning</li> <li>• Crossover learning</li> <li>• Experiential Learning – preparing a manuscript</li> </ul>	

<p><b>Text Books/ Reference Books/Articles</b></p>	<p>REQUIRED READINGS:</p> <ol style="list-style-type: none"> <li>1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).</li> <li>2. Oshima, A., &amp; Hogue, A. (2007). Introduction to academic writing (p. 3). Pearson/Longman</li> <li>3. Prinz, P., Arnbjörnsdóttir, B. (2021). The Art and Architecture of Academic Writing. Netherlands: John Benjamins Publishing Company.</li> <li>4. Whitaker, A. (2009). Academic writing guide. A step-by-step-guide to writing academic papers. Seattle: City University of Seattle.</li> </ol> <p>RECOMMENDED READINGS:</p> <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. Paltridge, B. (2004). Academic writing. Language teaching, 37(2), 87-105.</li> <li>4. Smyth, T. R. (2017). The principles of writing in psychology. Bloomsbury Publishing.</li> </ol>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the theory and principles of academic writing</li> <li>2. Explain the referencing and publication process</li> <li>3. Develop skills in academic writing for research purposes</li> <li>4. Apply APA guidelines to prepare manuscripts for research</li> </ol>

[\(Back to Index\)](#)

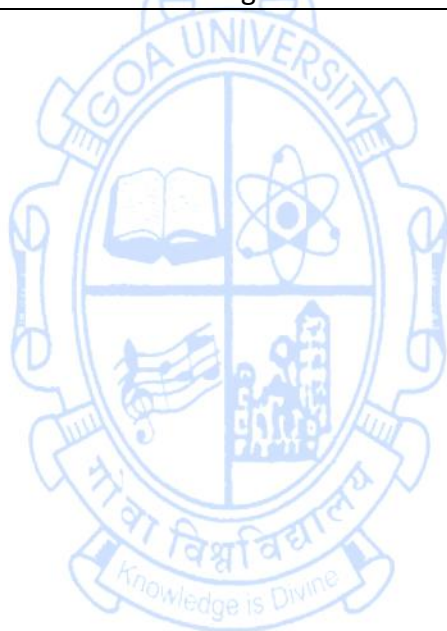
**GENERIC ELECTIVE COURSES (ANY THREE)**

**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-621  
**Title of the Course** : Cognitive Psychology  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To develop an in-depth understanding of major cognitive processes</li> <li>To understand the factors that influence and mediate major cognitive processes</li> <li>To develop a deeper understanding of salient cognitive theories related to important cognitive functions such as learning and memory</li> <li>To gain an understanding of various cognitive biases, illusions and blocks that impede effective cognitive functioning</li> </ol>	
<b>Chapter</b>	<b>I - INTRODUCTION TO COGNITIVE PSYCHOLOGY</b> <ol style="list-style-type: none"> <li>Core Concepts In Cognitive Psychology</li> <li>Overview Of Important Theories And Paradigms In Cognitive Psychology</li> <li>Understanding The Role Of The Brain In Cognition</li> </ol>	<b>15 Hours</b>
	<b>II - PERCEPTION AND ATTENTION</b> <ol style="list-style-type: none"> <li>Introduction To Perception and attention</li> <li>The Role of Sensation in Perception</li> <li>Perceptual Processing and Individual Differences in Perception</li> <li>Selective Attention Theories</li> <li>Practice And Attention</li> </ol>	<b>15 Hours</b>
	<b>III - LEARNING AND MEMORY</b> <ol style="list-style-type: none"> <li>Learning Theories – Classical Conditioning; Operant Conditioning; Social Cognitive Learning Theory; Kolb’s Experiential Learning Theory</li> <li>Theories Of Memory</li> <li>Theories Of Forgetting</li> <li>Strategies To Enhance Memory</li> </ol>	<b>15 Hours</b>
	<b>IV - HIGHER ORDER COGNITIVE PROCESSES</b> <ol style="list-style-type: none"> <li>Introduction To Problem-Solving and Decision-Making</li> <li>Process, Methods and Blocks to Problem-Solving</li> <li>Creative Thinking</li> <li>Phases In Effective Decision Making</li> <li>Cognitive Illusions in Decision Making</li> </ol>	<b>15 Hours</b>
<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>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> <ol style="list-style-type: none"> <li>Galotti, K. M. (2015). Cognitive Psychology In and Out of the Laboratory (5th Ed). Belmont, USA: Sage.</li> </ol>	

	<p>2. McBride, D. M., &amp; Cutting, J. C. (2017). Cognitive Psychology - Theory, Process and Methodology 2nd Ed. USA: Sage Publications.</p> <p><b>RECOMMENDED READINGS:</b></p> <p>1. Parkin, A. J. (2014). Essential Cognitive Psychology. United Kingdom : Taylor &amp; Francis.</p> <p>2. Solso, R. L. (2014). Cognitive Psychology, 8e. India: Pearson Education India.</p>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand major cognitive processes as well as factors that influence and mediate them</li> <li>2. Explain salient cognitive theories related to important cognitive functions such as learning and memory</li> <li>3. Identify various cognitive biases, illusions and blocks that impede effective cognitive functioning</li> <li>4. Apply their understanding of major cognitive processes to human behaviour and functioning</li> </ol>

[\(Back to Index\)](#)

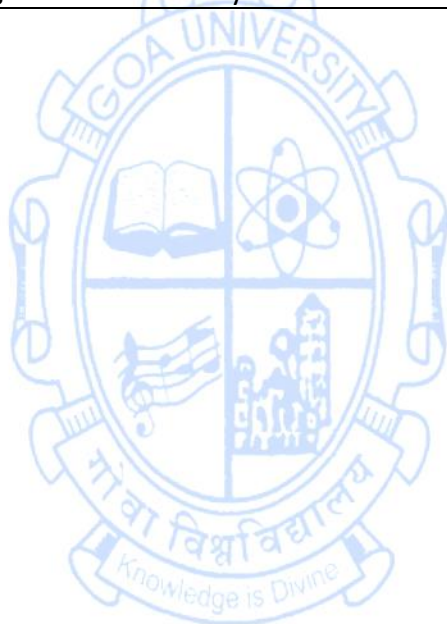


**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-622  
**Title of the Course** : Health Psychology  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To gain an understanding of the concept of stress.</li> <li>To understand the relationship between stress and health.</li> <li>To familiarize the students with different preventive strategies to promote health.</li> </ol>	
<b>Chapter</b>	<b>I - INTRODUCTION TO HEALTH PSYCHOLOGY</b> <ol style="list-style-type: none"> <li>What is health psychology?</li> <li>Health-illness continuum</li> <li>Overview of the rapidly expanding field of health psychology</li> <li>Psychological processes in health and health care</li> <li>Need for health psychology</li> </ol>	<b>15 Hours</b>
	<b>II - HEALTH PROMOTING AND COMPROMISING BEHAVIOURS</b> <ol style="list-style-type: none"> <li>An introduction to health behaviours</li> <li>Changing health habits</li> <li>Cognitive behavioural approaches to health behaviour</li> <li>Health promoting behaviours: Exercise, accident prevention, cancer related health behaviours, developing a healthy diet, sleep</li> <li>Characteristics of health compromising behaviours</li> <li>Health compromising behaviours: Obesity, eating disorders, smoking alcoholism and problem drinking</li> </ol>	<b>15 Hours</b>
	<b>III - STRESS AND HEALTH</b> <ol style="list-style-type: none"> <li>Stress: Meaning and Characteristics of stressful situations</li> <li>Biopsychosocial aspects of stress</li> <li>Sources of chronic stress</li> <li>Stress and cardiovascular disorders</li> <li>Psychophysiological Disorders and Stress: Digestive System Diseases, asthma, recurrent headaches</li> <li>Burnout</li> </ol>	<b>15 Hours</b>
	<b>IV - MANAGING STRESS</b> <ol style="list-style-type: none"> <li>Personality and coping</li> <li>Coping and external resources</li> <li>Coping interventions: mindfulness meditation and acceptance/commitment, expressive writing, self affirmation, relaxation training, coping effectiveness training</li> <li>Constructive coping techniques: appraisal focused strategies, problem focused strategies, emotion focused strategies</li> <li>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</li> </ol>	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Blended Learning</li> </ul>	

	<ul style="list-style-type: none"> <li>• Crossover learning</li> <li>• Experiential learning</li> <li>• Student centred learning</li> </ul>
<b>Text Books/ Reference Books/Articles</b>	<p>REQUIRED READINGS:</p> <ol style="list-style-type: none"> <li>1. Health psychology. New Delhi: Pearson</li> <li>2. Ghosh, M.(2015). Health psychology-concepts in health and wellbeing. New Delhi: Pearson</li> <li>3. Sarafino, E.P. (2021). Health psychology: Bio psychosocial interactions ( 10<sup>th</sup> Ed.). NY: Wiley.</li> <li>4. Taylor. S Health psychology, 10<sup>TH</sup> edition (2018)</li> <li>5. Weiten, W. &amp; Lloyd, M.A (2007). Psychology applied to modern life. New Delhi: Thomson Delmar Learning.</li> </ol>
<b>Course Outcomes</b>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply the concepts for better health management</li> <li>2. Promote health enhancing behaviours</li> <li>3. Identify unhealthy coping mechanisms</li> <li>4. Manage stress effectively</li> </ol>

[\(Back to Index\)](#)



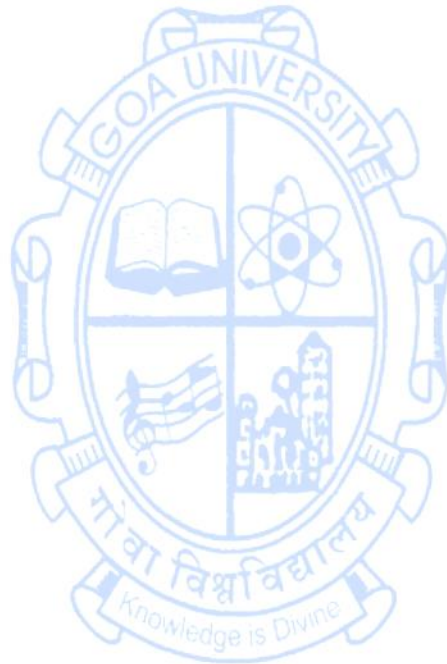
**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-623  
**Title of the Course** : Adlerian Group Counselling  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	1. To develop an understanding of the theoretical foundations of group work and Adlerian group counselling 2. To examine dynamics associated with group process and development. 3. To understand therapeutic factors and how they contribute to group effectiveness. 4. To examine characteristics and functions of effective group leaders	
<b>Chapter</b>	<b>I - INTRODUCTION TO GROUP WORK</b> 1. Types Of Groups 2. Rationale For Group Counselling 3. Therapeutic Factors in Groups 4. Planning a Group	<b>15 Hours</b>
	<b>II - UNDERSTANDING GROUP DEVELOPMENT</b> 1. Group Dynamics 2. Group Process - Stages And Issues 3. Member Roles and Behaviours 4. Dealing With Difficult Situations	<b>15 Hours</b>
	<b>III - ELEMENTS OF EFFECTIVE LEADERSHIP</b> 1. Personal Characteristics of a Leader 2. Group Leadership Skills 3. Evaluation of Effectiveness of the Leader 4. Ethical and Legal Considerations when Leading Groups	<b>15 Hours</b>
	<b>IV - ADLERIAN GROUP COUNSELLING</b> 1. Key Concepts and Rationale 2. Therapeutic Goals 3. Role And Function of the Adlerian Leader 4. Phases In Adlerian Groups 5. Techniques used in Adlerian Groups	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Flipped Learning</li> <li>• Class Discussion</li> <li>• Practice Group Sessions</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> 1. Bitter, J. R., Sonstegard, M. A., Pelonis, P. (2004). Adlerian Group Counselling and Therapy: Step-by-Step. United States: Taylor & Francis. 2. Corey, G. (2012). Theory and Practice of Group Counselling. United States: Brooks/Cole Cengage Learning. <b>RECOMMENDED READINGS:</b> 1. Capuzzi, D., Stauffer, M. (2019). Foundations of Group Counselling. United Kingdom: Pearson Education.	




<b>Course Outcomes</b>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"><li>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</li><li>2. Develop counselling skills to promote constructive behaviors and intervention skills to modify inhibiting factors operating in groups.</li><li>3. Facilitate Adlerian counselling in groups, working through the phases of establishing a relationship, assessment, insight and reorientation</li><li>4. Discuss ethical issues and acquire ethical behaviors relevant to the practice of group counselling</li></ol>
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[\(Back to Index\)](#)



**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-624  
**Title of the Course** : Mindfulness and Wellbeing  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To understand the concept of mindfulness and how it relates to wellbeing</li> <li>To cultivate and develop one's own mindfulness practice</li> <li>To learn how to incorporate principles of mindfulness in counselling practice</li> <li>To become aware of the ways in which mindfulness can be applied in the areas of work and education.</li> </ol>	
<b>Content</b>	<b>I - INTRODUCTION TO MINDFULNESS</b> <ol style="list-style-type: none"> <li>Overview of Mindfulness</li> <li>Contemporary and Ancient Perspectives of Mindfulness</li> <li>Mindfulness Myths and Misconceptions</li> <li>Benefits of Mindfulness</li> </ol>	<b>15 Hours</b>
	<b>II - CULTIVATING MINDFULNESS</b> <ol style="list-style-type: none"> <li>Mindfulness In Breath and Body</li> <li>Working With Thoughts, Emotions and Sensations</li> <li>Mind Wandering</li> <li>Barriers to Mindfulness</li> <li>The Science of Mindfulness</li> </ol>	<b>15 Hours</b>
	<b>III - MINDFULNESS IN COUNSELLING</b> <ol style="list-style-type: none"> <li>Principles of Mindfulness</li> <li>Cultivating Therapeutic Presence</li> <li>Becoming a Mindful Counsellor</li> <li>Relational Mindfulness in Therapy</li> </ol>	<b>15 Hours</b>
	<b>IV – APPLICATION OF MINDFULNESS</b> <ol style="list-style-type: none"> <li>Mindfulness in Schools</li> <li>Mindfulness at Work</li> <li>Mindful Leadership</li> <li>Mindful Parenting</li> </ol>	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Experiential Learning</li> <li>Group Discussion</li> <li>Audio Visual Teaching Tools</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> <ol style="list-style-type: none"> <li>Barker, M. (2013). Mindful Counselling &amp; Psychotherapy: Practising Mindfully Across Approaches &amp; Issues. United Kingdom: SAGE Publications.</li> <li>Handbook of Mindfulness: Theory, Research, and Practice. (2015). United Kingdom: Guilford Publications.</li> </ol> <b>RECOMMENDED 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>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop and sustain personal mindfulness practice.</li> <li>2. Discuss the application of mindfulness to strengthen performance and personal effectiveness in areas of work and education.</li> <li>3. Apply mindfulness principles to oneself in order to improve one’s effectiveness as a counsellor</li> <li>4. Investigate mind-body awareness and connection and apply principles to enhance capacity for presence, connection, openness, and curiosity in counselling experiences.</li> </ol>

[\(Back to Index\)](#)

**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-625  
**Title of the Course** : Counsellor Training in Suicide Prevention, Intervention and Postvention  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>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>To acquire skills for intervention and treatment techniques for individuals with suicidal thoughts and behaviours</li> <li>To demonstrate knowledge of issues, dynamics, and challenges related to suicide bereavement and aftermath</li> </ol>	
<b>Content</b>	<b>I - AN OVERVIEW OF SUICIDE</b> <ol style="list-style-type: none"> <li>Definition of Terms</li> <li>Statistics Related to Suicide</li> <li>Facts and Myths about Suicide</li> <li>Risk Factors and Protective Factors</li> </ol>	<b>15 Hours</b>
	<b>II - THEORIES OF SUICIDE</b> <ol style="list-style-type: none"> <li>Interpersonal Theory of Suicide</li> <li>The Three Step Theory -3ST</li> <li>Integrative Motivational–Deliberative Model</li> <li>Variable Predisposition Theory</li> </ol>	<b>15 Hours</b>
	<b>III - SUICIDE RISK ASSESSMENT AND PREVENTION</b> <ol style="list-style-type: none"> <li>Self-Assessment of Attitudes and Beliefs</li> <li>Suicide Risk Assessment Tools</li> <li>Suicide Prevention Strategies</li> </ol>	<b>15 Hours</b>
	<b>IV - SUICIDE INTERVENTION AND POSTVENTION</b> <ol style="list-style-type: none"> <li>Counselling skills when working with clients at risk of suicide</li> <li>Suicide Intervention Models– ABC Model, 7 Stage Crisis Intervention Model, SAFER-R Model</li> <li>Postvention In Schools and Colleges</li> <li>Working with Survivors of Suicide Loss</li> <li>Self-care for the counsellor</li> <li>Ethical and Legal Considerations</li> </ol>	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Book Review Assignment</li> <li>Quiz</li> <li>Audio Visual tools</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> <ol style="list-style-type: none"> <li>Granello, D. H., &amp; Granello, P. F. (2007). Suicide: An essential guide for helping professionals and educators. Boston, MA: Pearson Prentice Hall</li> <li>Reeves, A. (2010). Counselling Suicidal Clients. United Kingdom: SAGE Publications.</li> </ol>	

	<p><b>RECOMMENDED READINGS:</b></p> <ol style="list-style-type: none"> <li>3. Hirsch, J. K., Chang, E. C., &amp; Kelliher Rabon, J. (2018). A Positive Psychological Approach to Suicide. Springer International Publishing.</li> <li>4. 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>5. Miller, C.A. (2012). This is how it feels: A memoir-Attempting suicide and finding life. Publisher: Craig A. Miller.</li> <li>6. O’Connor, R. (2021). When It Is Darkest: Why People Die by Suicide and What We Can Do to Prevent It. United Kingdom: Ebury Publishing.</li> <li>7. Oxford Textbook of Suicidology and Suicide Prevention. (2021). United Kingdom: Oxford University Press.</li> <li>8. 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>9. 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>10. Yöyen, E.; Kele,s, M. First-and Second-Generation Psychological Theories of Suicidal Behaviour. <i>Behav.Sci.</i> 2024, 14, 710.</li> </ol>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss suicide with a person at risk in a direct manner</li> <li>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.</li> <li>3. Identify and use postvention approaches with survivors of suicide loss</li> <li>4. Understand risk and protective factors for suicide and prepare appropriate prevention plans</li> </ol>

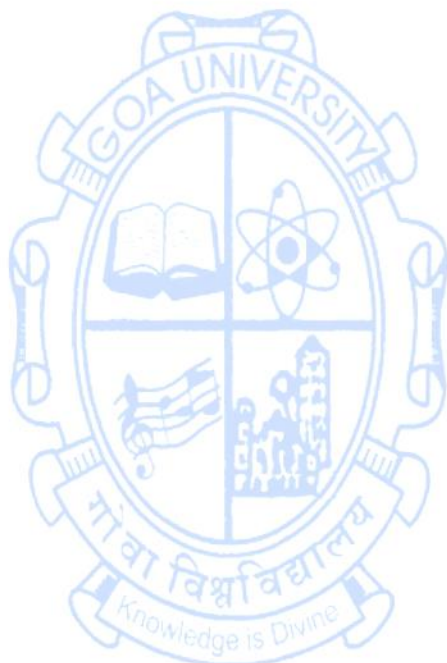
[\(Back to Index\)](#)

**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-626  
**Title of the Course** : Strengths Based Approaches to Organisational Management  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To develop an understanding of strengths based organisational management</li> <li>To learn how to build a strengths based company culture</li> <li>To understand the workings of employee motivation and wellbeing along with ways to boost these</li> <li>To get an in-depth understanding of creativity and how to foster it for innovation in the organization</li> </ol>	
<b>Content</b>	<b>I - INTRODUCTION TO STRENGTHS BASED ORGANISATIONAL MANAGEMENT</b> <ol style="list-style-type: none"> <li>Strengths Based Organisational Management: Core Principles, Features and Benefits</li> <li>Strengths Focused Leadership and Hiring Practices</li> <li>Strengths Based Performance Management</li> <li>Workplace Initiatives to Identify Employee Strengths and Build Resilience</li> </ol>	<b>15 Hours</b>
	<b>II - THEORIES OF MOTIVATION</b> <ol style="list-style-type: none"> <li>Attribution Theory of Motivation</li> <li>Maslow's Hierarchy of Needs</li> <li>Herzberg's Two Factor Theory</li> <li>McClelland's Theory of Needs</li> <li>Locke's Goal Setting Theory</li> </ol>	<b>15 Hours</b>
	<b>III - EMPLOYEE MOTIVATION AND WELLBEING</b> <ol style="list-style-type: none"> <li>Hazards To Employee Motivation And Wellbeing</li> <li>Interventions To Boost Employee Motivation And Wellbeing</li> <li>Interventions To Foster Collaboration</li> <li>Encouraging A Sense Of Purpose At The Workplace</li> </ol>	<b>15 Hours</b>
	<b>IV - CREATIVITY AT THE WORKPLACE</b> <ol style="list-style-type: none"> <li>Components &amp; Dimensions of Creativity</li> <li>Types of Creativity and Characteristics of Creative people</li> <li>Factors that Influence Creativity</li> <li>Default Mode Network and Flow in Creativity</li> <li>Creative Idea Generation Techniques</li> </ol>	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Audio-Visual Aids</li> <li>Group Discussions</li> <li>Structured Activities</li> <li>Blended Learning</li> </ul>	
<b>Text Books/ Reference Books/Articles</b>	<b>REQUIRED READINGS:</b> <ol style="list-style-type: none"> <li>Hiriyappa, B. (2015). Management of Motivation and Its Theories. India: B Hiriyappa.</li> </ol>	

	<p>2. Oades, L. G., Steger, M. F., &amp; Passmore, A. D. (2020). The Wiley Blackwell Handbook of the Psychology of Positivity and Strengths-Based Approaches at Work. West Sussex, UK: Wiley Blackwell.</p> <p><b>RECOMMENDED READINGS:</b></p> <p>1. Cecil R. Reynolds, J. A. (2013). Handbook of Creativity. United Kingdom : Springer US.</p>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand strengths based approaches to organisational management</li> <li>2. Apply strengths based approaches to boost employee motivation and wellbeing</li> <li>3. Discuss ways to foster creativity at the workplace</li> <li>4. Examine and foster creativity at the workplace</li> </ol>

[\(Back to Index\)](#)



**SEMESTER IV****RESEARCH SPECIFIC ELECTIVE COURSES (RSE) (ANY ONE)**

Name of the Programme : M. A. Wellness Counselling

Course Code : WCP-603

Title of the Course : Basic Statistics in Social Science

Number of Credits : 04

Effective from AY : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To understand the different statistical methods and its uses in Psychology</li> <li>To provide the students with knowledge of Statistical Package for Social Sciences.</li> <li>To understand how to collect, organize, and summarize data effectively.</li> </ol>	
<b>Chapter</b>	<b>I. CONCEPTS IN STATISTICS</b> <ol style="list-style-type: none"> <li>Meaning and importance of statistics in social sciences</li> <li>Types of Variables employed in statistical measurement</li> <li>Scales of measurement: Nominal, ordinal, interval, ratio scale</li> <li>Methods of organizing data: statistical tables, rank order, frequency distribution (Normal distribution curve)</li> <li>SPSS: Understanding SPSS and its function</li> <li>Factor Analysis: Exploratory and Confirmatory Factor Analysis, Advantages and limitations of Factor Analysis</li> </ol>	<b>15 Hours</b>
	<b>II. MEASURES OF CENTRAL TENDENCY AND DISPERSION</b> <ol style="list-style-type: none"> <li>Meaning of measures of Central tendency: Mean, Median and Mode (advantages, disadvantages, calculations for grouped and ungrouped data)</li> <li>Uses of mean, median, mode</li> <li>Meaning and importance of measures of variability: Range, average deviation, standard deviation, quartile deviation (advantages, disadvantages, calculations for grouped and ungrouped data)</li> <li>When to use the different measures of variability.</li> </ol>	<b>15 Hours</b>
	<b>III. CORRELATION AND REGRESSION</b> <ol style="list-style-type: none"> <li>Correlation: Product moment correlation, Rank order correlations, Biserial and point Biserial, Tetrachoric and Phi – coefficient, Partial and multiple correlations</li> <li>Linear regression</li> <li>Multiple regression</li> <li>Using SPSS for correlation and Regression</li> </ol>	<b>15 Hours</b>
	<b>IV. INFERENCE STATISTICS</b> <ol style="list-style-type: none"> <li>Probability theory</li> <li>Analysis of Variance (ANOVA): One way and two way ANOVA</li> <li>t Test, f test</li> <li>Non Parametric Tests: Sign test, Median test, Mann-Whitney U test, chi square test, Kruskal Wallis test</li> </ol>	<b>15 Hours</b>




	5. Using SPSS for Parametric and Non parametric tests of significance
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Audio Visual Teaching tools</li> <li>• Experiential learning</li> </ul>
<b>Text Books/ Reference Books/Articles</b>	<p><b>REQUIRED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Bluman, A. G. (2012). Elementary Statistics – a step-by-step approach. (8th ed.). McGraw Hill Publishers.</li> <li>2. Brace, N., Kemp, R. &amp; Snelgar, R. (2012). SPSS for Psychologists: A guide to data analysis using SPSS for windows (5th ed.). New York: Palgrave MacMillan.</li> <li>3. Gaur, A. S., &amp; Gaur, S.S (2009). Statistical methods for practice and research: A guide to data analysis using SPSS. (2nd ed.). London: Sage publications.</li> <li>4. Gupta, S. C. (2004). Fundamentals of statistics. (6th ed.). Delhi: Himalaya Publishing House.</li> <li>5. Kerlinger, F.N. (2010). Foundations of behavioural research. New Delhi: Surjeet Publications, 12th Indian reprint.</li> <li>6. Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. (10th ed.). Cengage Learning.</li> </ol>
<b>Course Outcomes</b>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Have knowledge of the various concepts of applied statistics;</li> <li>2. Understand the different statistical methods and their uses;</li> <li>3. Know the various software packages used in social science research and work with Statistical Package for Social Sciences (SPSS)</li> <li>4. Know the application of the different statistics.</li> </ol>

[\(Back to Index\)](#)

**Name of the Programme** : M. A. Wellness Counselling  
**Course Code** : WCP-604  
**Title of the Course** : Ethical Standards for Research  
**Number of Credits** : 04  
**Effective from AY** : 2025 - 2026

<b>Pre-requisites for the Course</b>	Nil	
<b>Course Objectives</b>	1. To understand the various aspects of ethical research and develop research integrity 2. To acquire knowledge about the guidelines for research in counselling professions 3. To become aware of the various responsibilities of the researcher	
<b>Chapter</b>	<b>I - RESPONSIBILITIES OF RESEARCHERS</b> 1. Upholding Ethical Principles: trustworthiness, transparency, accountability, respect, social responsibility, value, quality and rigour in research 2. Research Integrity: record keeping, compliance with law & guidelines, researcher competence, absence of conflicts of interest. 3. Risk Assessment and Safety Considerations: avoiding harm, maintaining personal boundaries, self-care of the researcher.	<b>15 Hours</b>
	<b>II - ETHICAL ISSUES IN RESEARCH</b> 1. Rights of Research Participants: informed consent, confidentiality, anonymity and privacy 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 3. Data and Safety Monitoring 4. Ethical Considerations When Using Digital Technologies	<b>15 Hours</b>
	<b>III - ETHICAL CONSIDERATIONS FOR RESEARCH IN COUNSELLING</b> 1. Conducting Research with existing / former clients 2. Conducting Research with other practitioner's existing / former clients 3. Ethical issues in relationships between therapeutic practice and research 4. Ethical Problem Solving Models	<b>15 Hours</b>
	<b>IV - PUBLICATION ETHICS AND BEST PRACTICES</b> 1. Reporting accurate results 2. Limitations and Errors 3. Intellectual Property Rights 4. Plagiarism: nature and types of plagiarism, plagiarism software checks, legal issues 5. Responsible Publication	<b>15 Hours</b>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Case Discussions</li> </ul>	

	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Blended Learning</li> </ul>
<p><b>Text Books/ Reference Books/Articles</b></p> 	<p><b>REQUIRED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Handbook of Research Ethics in Psychological Science. (2021). United States: American Psychological Association.</li> <li>2. Jones, C. E., Shillito-Clarke, C. E., Syme, G. E., Hill, D. E., Casemore, R. E., &amp; Murdin, L. E. (2000). Questions of ethics in counselling and therapy. Open University Press.</li> <li>3. Mitchels, B. (2018). Ethical guidelines for research in the counselling professions. Lutterworth: British association for counselling and psychotherapy.</li> <li>4. Oliver, P. (2010). The Student's Guide to Research Ethics. United Kingdom: McGraw-Hill Education.</li> <li>5. Ross, J., Danchev, D. (2013). Research ethics for counsellors, nurses and social workers.</li> </ol> <p><b>RECOMMENDED READINGS:</b></p> <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>
<p><b>Course Outcomes</b></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss best practices in research and develop skills to identify research misconduct and the types of ethical issues pertaining to research</li> <li>2. Demonstrate comprehensive knowledge of ethics relevant to psychological and counseling research</li> <li>3. Apply Ethical Problem-Solving Models to resolve conflicts that arise in the research process</li> <li>4. Use an ethical approach when dealing with research participants</li> </ol>

[\(Back to Index\)](#)