



**O.P. Jindal Global University**  
A Private University Promoting Public Service



**Jindal School of  
Psychology & Counselling**  
India's First Transdisciplinary Psychology School

# **Counselling for Young People with Emotional & Behavioural Problems**

## **PCCU-03-BAP-YPEB3086**

### **(School-specific elective)**

### **Course Manual**

### **Spring 2026 Semester**

#### **Course Information**

**Course Duration:** 14 weeks

**Credit Hours:** 4 credit points

**Meetings:** TBC

**Location:** TBC

**Prerequisites:** Successful completion of counselling psychology and practicum course

**Equivalent Courses:** N/A

**Exclusive Courses:** N/A

#### **Instructor Information**

**Instructor:** Dr. Kanika Malik

**Biography:** I am an Associate Professor at Jindal School of Psychology and Counselling, specializing in teaching educational, counselling and clinical psychology courses. My research published in various prestigious journals, predominantly focuses on youth mental health, brief counselling approaches, substance abuse and contextual adaptations of counselling approaches. I have received grants from multiple national and international entities. As a licensed clinical psychologist registered with the Rehabilitation Council of India and the Indian Association of Clinical Psychologists, I've extended clinical services in various settings across India.

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#### **1. Course Description**

This 14-week course is based on the research work of the instructor, focusing on a modular approach to cognitive and behavioural intervention. The course aims to equip students with

skills that can be applied for depression, anxiety and anger related issues among school and college going young people. To enhance the learning experience, course material will be presented using varied instructional models, including lectures, student discussions, role-plays, case studies, experiential exercises, and assigned readings.

## 2. Course Intended Learning Objectives

Course Learning Objectives	Teaching and Learning Activities	Assessments/Activities
Learn modular approach to counselling for depression, anxiety and anger related issues	Lectures, self-reading, discussion, group exercises, worksheets, demonstrations	Assignment 1: Case analysis
Apply the learning gained to hypothetical scenarios and plan for future growth	Discussion, group exercises, worksheets	Assignment 2: Live role-play and reflections

## 3. Scheme of Evaluation and Grading

### Evaluation Breakup

The course will adopt a continuous assessment procedure for evaluation. The breakdown of assessments is as follows:

Task	Marks
<b>Internals breakup</b>	
Class participation	10
Assignment 1: Case analysis	20
Assignment 2: Live role-play and reflection	40
<b>Externals breakup</b>	
End term examination (sit-in)	30
<b>Total</b>	<b>100</b>

### Details of Evaluation Tasks

#### Class-based activities (10 marks)

Three marks are for punctuality and adhering to class decorum and the remaining 7 marks are for class participation.

#### Assignment 1: Case analysis (20 marks)

##### Objective:

To critically evaluate case material showcasing use of cognitive and behaviour skills for young people with emotional and behavioural problems

##### Instructions:

This would involve a review of two or more allotted case materials (written or audio visual) for appropriateness of skills and plan for improvement. This will be an open book, in-class assignment.

#### Assignment 2: Live role-play and reflection (40 marks)

##### Objective:

- (a) To demonstrate ability to apply cognitive and behaviour skills in dealing with emotional and behavioural problems among young people
- (b) To provide feedback to peers about their counselling skills
- (c) To draft a reflective plan for one's own growth

##### Instructions:

This would involve live role-plays and reflections in front of the instructor. The situation and focus for role-play will be provided by the instructor a couple of days in advance of date allocated. The role-play will happen, during class hours, at 3-4 periodic intervals during the course. Following the role-play, students will be asked to submit a written plan for their growth and improvement in the skills.

##### **Scoring:**

- Counselling skills- 20 marks
- Client portrayal- 5 marks
- Peer feedback- 5 marks
- Growth plan-10 marks

#### End-term examination (30 marks)

The questions will be a mix of short and long-essay type. This will be a sit-in, close book exam. Further details about the end-term exam will be provided in 11/12<sup>th</sup> week of the course.

#### Grade Definition

The percentages will be converted to grades and grade value by the examination office using the following breakdown:

Marks Percentage	Grade	Grade Value	Grade Description
<b>80% and above</b>	O	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter and issues; ability to synthesize ideas, rules, and principles; and extraordinary critical and analytical ability.
<b>75 - 79.75%</b>	A+	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles; and critical and analytical ability.
<b>70 - 74.75%</b>	A	7	<b>Very Good:</b> Sound knowledge of the subject matter, organizational capacity; ability to synthesize ideas, rules,

			and principles; critically analyze existing material and originality in thinking.
<b>65 - 69.75%</b>	A-	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
<b>60 - 64.75%</b>	B+	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
<b>55 - 59.75%</b>	B	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
<b>50 - 54.75%</b>	B-	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
<b>45 - 49.75%</b>	P1	2	<b>Pass 1:</b> Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
<b>40 - 44.75%</b>	P2	1	<b>Pass 2:</b> Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
<b>Below 40%</b>	F	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills; and marginal use of the relevant materials. Requires the student to repeat the course.
<b>Pass / Fail</b>	P/F	NA	<b>Pass or Fail:</b> Pass is awarded with a final grade of 40% or above. Fail reserved for the final grade below 40%. This option (selected at the start of the semester) is only available for semesters taught online.
<b>Incomplete</b>	I	NA	<b>Incomplete:</b> Issued due to extenuating circumstances that prevent the student from completing internal or external marks. If an 'I' grade is assigned, the JSPC Academic Committee will suggest a schedule for the completion of work, or a supplementary examination.

## 4. Academic Integrity & Support

### Classroom Punctuality and Conduct

JSPC maintains professional standards in all classes. It is expected that students will join the class on time. Students who join the class more than ten minutes after the designated start time will initially receive a verbal or written warning. Those with two or more instances of tardiness will be penalized. During classes, students must participate in classroom discussions, activities, and presentations. Students are also expected to return to the classroom on time after the mid-lecture break. Repeatedly being late in returning after the break will result in disciplinary action.

Students are requested to be respectful when the instructor is teaching. During lectures and presentations, students are welcome to share their thoughts. While sharing their thoughts, students are expected to be respectful and welcoming of others' perspectives in the class, even

if they disagree with them. If a student wishes to reach out to the instructor before or after the class for any course-related queries, they can email the instructor using the email address provided at the start of the course guide. Before emailing the instructor, please ensure that you have read the course manual and have gone through the instructions provided in the class to avoid duplicating queries that have already been addressed.

## Participation and Attendance Policy

This course covers a lot of detailed information. There is no way to get a good grade without attending class. Students with less than 75% attendance will not pass this course.

## Usage of Electronic Devices

In these modern times, electronic devices are integral to our living environment and play an important role in enriching our learning. However, by their nature, they risk degrading the learning environment and creating a disrespectful environment or nuisance for the instructor and/or other students in the class. Keeping in mind the benefits and cons of these devices, students are requested to follow guidelines for the appropriate use of electronic devices within the classroom.

**Cell Phones:** Students must put cell phones in “silent mode” upon entering the classroom, and all cell phone business must be handled on breaks. Texting and social media browsing during class is offensive and will not be tolerated. If you are expecting an urgent call, inform your instructor in advance of each class, so you can be appropriately excused.

**Computers/ tablets:** While computers are welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the class being attended (notetaking, seeking course-related material, etc.) The use of computers in the classroom for activities such as instant messaging, chatting, social networking, shopping, bidding, surfing, e-mailing, etc., is strictly prohibited.

**iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, earbuds, etc., is strictly prohibited. Of course, assistive devices of similar nature are always welcome; the instructor should be apprised in advance of their presence.

Students who violate these norms for the use of electronic devices and have been previously warned may be asked to leave the classroom and be marked absent from the lecture. In addition, repeated violations may result in academic discipline.

## Plagiarism

Plagiarism is not acceptable! Please refrain from copying from your peers' assignments, reading materials, Google searches, or AI platforms like ChatGPT. This includes copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them off as your own. Too many quotes from reading material and other published text are not acceptable! What is acceptable: using one direct quotation, which is not more than 15 words, with the proper citation. Use in-text citation; it is a must! Present the content you read from your reading materials in your own words! Think and critically analyze the content! The source should always be acknowledged in your written material and presentation. All papers

in this course will be checked electronically for plagiarism. You must use the APA style of formatting and referencing throughout the entire course. If in doubt, please ask for assistance!

## Safe Space Pledge

Some parts of this course may discuss various issues that might result in distress for some students. Discussions and images in the class might also provoke strong emotional responses. To ensure that all students collectively benefit from the course and do not feel troubled by the course's content or the conduct of the discussions, it is mandatory for all of us in the classroom to pledge to maintain respect towards our peers. This does not mean you need to feel restrained about what you think and want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only with students but also with the instructor.

## Disability Support and Accommodation Requirements

The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties (e.g., dyslexia and dyscalculia). Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

## Mental Health Services

The Sukoon on-campus team provides comprehensive guidance and counselling services to the JGU community. If you are experiencing distress, whether it be personal, academic, social, or career related, Sukoon has a team of competent and well-qualified group of counsellors, therapists, and other mental health professionals. For any queries you may have regarding 'Sukoon' services, please contact them at [frontdesk.sukoon@jgu.edu.in](mailto:frontdesk.sukoon@jgu.edu.in), ph: +91 – 8826996393

## 5. Keyword Syllabus

Brief counselling, cognitive behavioral counselling, transdiagnostic counselling

## 6. Course material

### Counselling manual

- PRIDE Team (2021). Brief problem-solving intervention (POD: Problems-Options-Do it): Manual for delivery of a brief face-to-face problem-solving counselling programme in schools. Sangath: New Delhi, India. License: CC BY-NC-SA 4.0.
- PRIDE Team (2021). Manual for delivery of a face-to-face modular behavioural intervention in schools. Sangath: New Delhi, India. License: CC BY-NC-SA 4.0

## 7. Session plan

Session number	General Topic	Sub-Topics	Readings	Approach
Week 1	Introductions	Introduction to mental problems, counselling, role and qualities of a counsellor	Manual	Self-reading, class discussion, group exercises
Week 2- 3	Modular approach	Understanding the approach and the underlying research	Journal articles	Lecture and class discussion
Week 4- 5	Problem-solving	Suitable groups, components and session plan	Manual	Self-reading, class discussion, role-play
Week 6- 7	Behavioural activation	Suitable groups, components and session plan	Manual	Self-reading, class discussion, role-play
Week 8- 9	Exposure	Suitable groups, components and session plan	Manual	Self-reading, class discussion, role-play
Week 10-11	Cognitive restructuring	Suitable groups, components and session plan	Manual	Self-reading, class discussion, role-play
Week 12-13	Communication techniques	Suitable groups, components and session plan	Manual	Self-reading, class

discussion,  
role-play

**Week 14** Revisions