



PCCU-03-BAP-INPS3079 - Introduction to Narrative Practices

School-specific Elective Course

B.A. (Hons.) Spring Semester 2026

Course Information

Course Duration: 15 weeks

Credit Hours: 60

Meetings: TBD

Location: TBD

Prerequisite: 1. Strong foundation in basic psychological concepts and social psychology.
2. Foundational understanding of counselling psychology desirable.
3. Interest in personal reflections, critical thinking, and applying theoretical knowledge to practical, real-world situations.

Equivalent Courses: None

Exclusive Courses: None

Instructor Information

Instructor: **Dr. Arpita Gupta**

Biography: Dr. Arpita Gupta is currently an Assistant Professor at Jindal School of Psychology & Counselling at O. P. Jindal Global University. She is a registered clinical psychologist and holds an MPhil in Clinical Psychology from Central Institute of Psychiatry, Ranchi. Her PhD in Psychology from the Indian Institute of Technology Kanpur focused on understanding the phenomena of loss, grief, and recovery in severe mental illnesses at the intersection of social class and gender. Her work has been recognized internationally and won her the David B. Feinsilver Award by the International Society for Psychological and Social Approaches to Psychosis. She has a Diploma in Narrative Approaches from the Ummeed Child Development Centre, Mumbai and is looking to graduate with a Diploma in Anti-caste Mental Health Practices by the Narrative Practices India Collective and the Blue Dawn in 2026.

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Office Hours: By appointment

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1. Course Description

This course introduces students to narrative practices, an emerging approach based on the power of meaning-making systems to shape experience. This course explores the theoretical and clinical foundations of narrative therapy with individuals, families, groups, and larger systems. It introduces key narrative concepts: social constructionism, discourse theory, power and hierarchies, dominant and alternate stories, decentered-yet-influential practices, and the collaborative co-investigation of meaning. It introduces key narrative techniques: externalization, mapping the problem's effects on people, landscape of identity and actions, building on unique outcomes to develop alternative plots, and use of therapeutic documents and witnessing. The class includes lectures, discussion, and reflective exercises.

* This is merely an introductory course. It does not equip students to become experts in Narrative Therapeutic Approaches.

2. Course Intended Learning Objectives (Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/Activities
Conceptual: Develop an understanding of the conceptual aspects of Narrative Practices	Lectures, discussion, videos & worksheets	Letter Writing
Application: Demonstrate the ability to apply techniques and narrative approaches while exercising stances of openness, curiosity and respect in working with individuals or communities.	Classroom discussion, experiential exercises, & reflective writing	Letter Writing assignment
Power Relations and Reflexivity: Demonstrate a personal and professional understanding related to the intersections of social locations and how these influence people's lives.	Readings, Videos, Case studies, Classroom discussions and reflections	Infographic & Individual Assignment

Scheme of Evaluation and Grading

Evaluation Breakup

Internal Assessment – 70 marks

- Class Participation (10 marks)
- Letter Writing Assignment (30 marks): Students will interview a peer in class and write a narrative-based letter (1000-1500 words) to them based on the interview. You will structure the letter using “What is Narrative Therapy?” (Morgan, 2000) and email the peer and submit a copy to the instructor. You will also respond to the email sent by your peer and submit the response to the instructor. This assignment aims to help you practice the transformative skills of narrative letter writing, double listening, and witnessing.
- Individual assignment (30 marks): Students will analyse a work of fiction (book/movie/tv or ott series) and apply ideas of narrative practices to reflect on the social position and power relations for the identified protagonist. Students will reflect using the following prompts: *How is the protagonist an expert of their own life? How does the protagonist develop a problem story, and how can the protagonist made whole through an alternative story? What is the role of culture, society and communities in these stories?* Students will submit (1) an infographic depicting a narrative analysis of the protagonist and (2) a document (letter/interview guide/role play) that can aid the alternate story and the preferred stance for the protagonist.

External breakup – 30 marks

- Final Assessment: There will be a sit-in, closed book exam at the end of the semester. The exam comprises of short and long answers.

Grade Definition

Grade	Percent age of Marks	Grade Value	Grade Description
O	80% and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and extraordinary critical and analytical ability.

A+	75 - 79.75%	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and critical and analytical ability.
A	70 - 74.75%	7	Very Good: Sound knowledge of the subject matter, organizational capacity; ability to synthesize ideas, rules, and principles; critically analyze existing material and originality in thinking.
A-	65 - 69.75%	6	Good: 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%	5	Fair: 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%	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
B-	50 - 54.75%	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
P1	45 - 49.75%	2	Pass 1: Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
P2	40 - 44.75%	1	Pass 2: Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
F	Below 40%	0	Fail: 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.
P/F	Pass / Fail		Pass or Fail: Pass is awarded 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.
I	Incomplete		Incomplete: 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.
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3. Academic Integrity

Classroom Punctuality and Conduct: JSPC conducts all classes on a foundation of professionalism. It is expected that students should be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. Please show courtesy to your instructors and co-learners by observing punctuality. Please also note that the seminar room is a place for free expression and critical thinking, and this comes with a responsibility on the part of students to respect opinions expressed and actively participate in the work of the classroom discussion.

Participation and Attendance Policy: A central component of the course being simulations during class hours, attendance is necessary to fulfill the totality of the assignments. Students with less than 75% attendance will not pass this course.

Phone Usage: Phones will not be allowed during classroom hours. Phones may be removed from students engaged in texting or other usage during the class.

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; 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!

Disability Support and Accommodation Requirements: JGU endeavours to make all its courses accessible to students. 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

Safe Space Pledge: To make sure that all students collectively benefit from the course, it is incumbent that everyone maintain respect towards one another. This does not mean that you must feel restrained about what you feel and say—rather, it is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

Mental Health Services: Sukoon provides comprehensive guidance and counselling services to the JGU community. If you are experiencing distress, be it personal, academic, social, or career-related, Sukoon has a competent and well-qualified group of counsellors available for online and physical consultation (personal and group). You can be assured that your confidentiality will always be protected. To schedule an appointment, call 24/7 *Sukoon Helpline: +91-8396907312*

4. Keyword Syllabus

Narrative Practices; Intervention; Social constructivism; Meaning-making

5. Course Material

Books:

1. White, M. (2007). Maps of narrative practice. WW Norton & Company.
[Michael White - Maps of Narrative Practice \(Norton Professional Books \(Hardcover\)\) \(2007, W. W. Norton & Company\) - libgen.li.pdf](#)
2. Morgan, A. (2000). What is narrative therapy? [Alice Morgan - What is narrative therapy _ an easy-to-read introduction-Dulwich Centre Publications \(2000\).pdf](#)

Web resource: <https://dulwichcentre.com.au/resources/>

6. Session Plan

Week	Topic	Continuous Evaluation
Week 1	What are Narrative Practices?	
Week 2	Concepts & Theories – Social Constructionism & Discourse Theory	
Week 3	Concepts & Theories – Dominant and Marginalized	
Week 4	Concepts & Theories – Decentering Practices	
Week 5	Concepts & Theories – Expert & Collaborative Meaning-making	
Week 6	Externalizing Conversations: Naming & Mapping effect of Problem Stories	
Week 7	Externalizing Conversations: Evaluating Problem Stories & Discovering Unique Outcomes	Individual Assignment - Infographic
Week 8	Re-authoring Conversations: Landscape of Identity	
Week 9	Re-authoring Conversations: Landscape of Action	Letter Writing - I
Week 10 & 11	Remembering Conversations	Letter Writing - II
Week 12	Definitional Ceremonies	
Week 13	Outsider Witnesses	Individual Assignment - document
Week 14	Therapeutic Documentation	
Week 15	Revision	End Term Exams

END TERM EXAM

* The course outline is tentative and may be revised in response to changing conditions.