



Learn to be a Peer Counsellor PCCU-02-BAP-LBPC2059 (Cross-listed elective) Course Manual Spring 2026 Semester

Course Information

Course Duration: 14 weeks

Credit Hours: 4 credit points

Meetings: TBC

Location: TBC

Prerequisites: Passion to support young people facing mental health challenges. No background knowledge in mental health or counselling is needed

Equivalent Courses: Overlaps with counselling practicum for the first 5 weeks

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.

Email: kmalik1@jgu.edu.in

Phone: N/A

Office: E-10 A, 7th Floor, FoB

Office Hours: By appointment

Homepage: <https://jgu.irins.org/profile/220555>

1. Course Description

This 14-week course aims to help students learn about the role of a peer counsellor in providing mental health support, effective skills for providing peer support, boundaries, safeguarding and

other ethical aspects associated with the role. 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 principles and foundation skills associated with providing peer support for mental health	Lectures, discussion, group exercises, role-play, worksheets	Assignment 1: Reflective assignment
Learn and apply specific help models for structuring peer support to help those with mental health challenges	Lectures, guest workshops, discussion, group exercises, role-play, worksheets, experiential exercises	Assignment 2: Show if you know it
Translate the learning gained to implement and evaluation in varied setting	Discussion and presentations	

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
Internals breakup	
Class participation	10
Assignment 1: Reflective assignment	20
Assignment 2: Show if you know it	40
Externals breakup	
End term examination (sit-in)	30
Total	100

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: Reflective assignment (20 marks)

Objective:

To demonstrate understanding of concepts related to safe space, ethics and effective communication by critically evaluating existing material on peer counselling.

Instructions:

- Go through the existing case scenarios and demonstrations.
- Critically appraise them for appropriateness and relevance.
- Prepare a summary of your learning and direction for improvement.
- These activities need to be completed within duration of class.

Submission:

Self-written assignment submitted during the class, using assignment sheets and material provided by the instructor.

Assignment 2: Show if you know it (40 marks)

Objective:

To demonstrate ability to apply concepts related to safe space, effective communication skills and helping models in peer support scenarios.

Instructions:

- Choose a common peer support situation from those shared by the instructor
- Showcase how will you address and support peers
 - Role-play 1: Use your pre-existing knowledge to show how will you help peer and why you think this is a useful approach
 - Role-play 2: Use the information and skills that you gathered during the course to improve your role-play and then reflect what has improved in the process.
- Video record both role-plays and your observation
- The assignment can be done as individual or group assignment. For individual assignment, you take on the role of counsellor. For group assignment, the task needs to be fairly divided among group member, who will take on the role of peer counsellor, client and observer

Submission:

Role-play 1: Submit the video (10-15 minutes) as a shareable link at the start of the course

Role-play 2: Submit the video (15-20 minutes) as a shareable link in the second last week of the course.

Assignment must be submitted through UMS, in the folder titled 'Assignment 2 a and b,' within two weeks of allocation during the class. Submissions via email will not be graded.

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 11/12th 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
80% and above	O	8	Outstanding: Exceptional knowledge of the subject matter and issues; ability to synthesize ideas, rules, and principles; and extraordinary critical and analytical ability.
75 - 79.75%	A+	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.
70 - 74.75%	A	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.
65 - 69.75%	A-	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
60 - 64.75%	B+	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
55 - 59.75%	B	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
50 - 54.75%	B-	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
45 - 49.75%	P1	2	Pass 1: Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
40 - 44.75%	P2	1	Pass 2: Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
Below 40%	F	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.
Pass / Fail	P/F	NA	Pass or Fail: 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.
Incomplete	I	NA	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.

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

Mental Health Services

The Sukoon on-campus team provides comprehensive guidance and counseling 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, ph: +91 – 8826996393

5. Keyword Syllabus

Peer counselling, Peer support, first aid, mental health volunteering

6. Course material

Web-resources

- <https://pdfcoffee.com/download/peer-support-training-manual-pdf-free.html>
- <https://www.hca.wa.gov/assets/billers-and-providers/certified-peer-counsellor-training-manual.pdf>
- <https://www.researchintorecovery.com/wp-content/uploads/2020/10/2020-UPSIDES-Peer-Support-Training-Manual-and-Workbook.pdf>

Book

- Cowie, H., & Wallace, P. (2000). Peer support in action: From bystanding to standing by. SAGE Publications Ltd, <https://doi.org/10.4135/9781446219126>

7. Session plan

Session number	General Topic	Sub-Topics	Readings	Approach
Week 1	Introductions	Introduction to mental health, peer counselling, role and qualities of a peer counsellor	Web-resources	Lecture, class discussion, group exercises
Week 2-3	Ethical Support	Beneficence, non-maleficence, justice, autonomy, integrity and confidentiality	Web-resources	
Week 4-5	Effective communication skills	Active listening, skilfully responding, silences, questioning style, normalising, self-disclosure integrating skills	Web-resources	

Week 6-11	Helping model and techniques	Motivational interviewing, problem-solving, listening circle, breathing exercises, practical support, crisis support, connecting to professional services	Web-resources	Lecture, class discussion, guest workshops, role-plays
Week 12-13	Self-care, growth and supervisions	Self-care practice, striving for growth and continuous learning, role of supervision	NA	Class discussion, guest workshops, peer-lead experiential exercises
Week 14 Revisions				