



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



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

**Mental health beyond the clinic  
PCCU-02-BAP-MHBC2066**

**(Cross Elective Course)  
Course Manual  
Spring 2026**

**Course Information**

**Course Duration:** 15 Weeks

**Credit Hours:** 4 credits

**Meetings:** By appointment

**Location:** Faculty Offices Block

**Prerequisites:** This course examines mental health in everyday contexts, rather than exclusively in clinical settings. It is designed for students across clinical psychology, public health, behavioural and social sciences, and media studies who wish to understand mental health in ordinary life.

**Equivalent Courses:** N/A

**Exclusive Courses:** N/A

**Instructor Information**

**Instructor:** Dr. Nisha Phakey

**Biography:** I am an Assistant Professor at Jindal School of Psychology and Counselling. I hold a Ph.D. in Behavioral Sciences from O.P. Jindal Global University and an M.Phil. in Clinical Psychology from the Institute of Mental Health, PGIMS, Rohtak. My clinical work has primarily focused on mental health. I've worked extensively at Lady Hardinge Medical College across the Pediatrics and Psychiatry departments on ICMR and DST-funded projects, providing direct clinical services alongside research. My M.Phil. research explored the link between adverse childhood experiences and generalized anxiety disorder, while my doctoral work focused on developing a scale to assess social cognition in adolescents and young

adults. My ongoing work integrates research and clinical insight, particularly in designing interventions and psychological tools that are developmentally and culturally sensitive.

**Email:** nisha.phakey@jgu.edu.in

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**Office:** 12 A, 3<sup>rd</sup> Floor, FOB

**Office Hours:** On Appointment basis

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## 1. Course Description

Mental health is not confined to clinics or textbooks; it is part of our everyday lives. From exam stress and sleepless nights to workplace burnout, mood swings, relationship struggles, and even social media fatigue, the mind constantly negotiates the pressures of modern living. This course explores the fine line between ordinary struggles and more serious mental health concerns. Students will engage with films, media, and real-life examples to see how culture shapes our understanding of “normal” and “abnormal.” The focus is on awareness, breaking stigma, and learning practical strategies for resilience, balance, and well-being in modern life.

*Note: The goal of this course is to spread awareness about mental health concerns and their impact on daily life. Some topics may be emotionally challenging. As an instructor, I am committed to fostering a learning environment, and I will approach these discussions with sensitivity while not shying away from difficult discourses. Hence, the students must also approach the course with empathy, compassion, respect, and a focus on scientific evidence. If you anticipate that topics like anxiety, depression, suicide, consequences of substance use, etc can be uncomfortable or triggering for you, now is the time to decide whether this course is for you.*

## 2. Course Intended Learning Objectives (Aim)

By the end of the course, students should be able to

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
Describe key concepts in mental health and distinguish everyday challenges from clinical disorders	Lecture and reading assignments	Group discussions, active participation, and reflections on readings.
Analyse how relationships, personality traits, and substance use influence mental health in student life	Lecture and reading assignment, Case Illustrations	Group discussions, active participation, and reflections on readings
Understand & Analyse nutrition-sleep-body	Lecture and reading assignments, case study analyses, peer activities	Case-based assessments, active participation, and group discussion,

interaction using psychological frameworks		
Understand the role of social media and technology in mental health	Lecture and reading assignments, classroom discussions, and activity-based learning	Classroom simulations, observation checklist, and active participation
Differentiate healthy vs unhealthy coping strategies and apply evidence-based techniques	Reflection, Applied exercises	Self-reflection, peer feedback engagement, and group discussion.

### 3. Scheme of Evaluation and Grading

<b>Internal Breakup</b>		
Class Participation		10 marks
Assignment 1 (Week 6)	Quiz	20 marks
Assignment 2 (Week 8)	Research Paper (Individual Assignment)*	20 marks
Assignment 3 (Week 13)	Group Presentation**	20 marks
<b>Total</b>		<b>70 marks</b>
<b>External Breakup</b>		
End Term**		<b>30 marks</b>
Sit-in End Term Exam (Closed Book)		

\* The research paper will not include primary data collection.

\*\* The topic and scope will need to be approved by the instructor.

\*\*\* Will include the complete syllabus

**Please note that absenteeism on the day of assessment will not be entertained; neither will any extension be granted for the other two assessments.**

### Grade Definition

Grade	Percentage of Marks	Grade Value	Grade Description
<b>O</b>	80% and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles; and extraordinary critical and analytical ability.
<b>A+</b>	75 - 79.75%	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>A</b>	70 - 74.75%	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>A-</b>	65 - 69.75%	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>B+</b>	60 - 64.75%	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>B</b>	55 - 59.75%	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>B-</b>	50 - 54.75%	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
<b>P1</b>	45 - 49.75%	2	<b>Pass 1:</b> Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
<b>P2</b>	40 - 44.75%	1	<b>Pass 2:</b> Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
<b>F</b>	Below 40%	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Requires student to repeat the course.
<b>I</b>	Incomplete		<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

##### ***Academic Honesty, Cheating and Plagiarism***

Academic honesty forms the cornerstone of scholarly pursuits, emphasizing integrity, trust, and accountability within the academic community. Academic honesty involves presenting one's work, ideas, and findings truthfully, and giving due credit to the contributions of others. As scholars and learners, we must uphold the highest standards of academic honesty,

respecting the intellectual contributions of others while ensuring that our work reflects originality, attribution, and authenticity.

Cheating and plagiarism, on the other hand, are antithetical to academic honesty. In line with JGU policy, JSPC operates a zero-tolerance approach to plagiarism. Further, cheating involves deceptive practices aimed at gaining an unfair advantage, such as using unauthorized materials during an examination or falsifying data. The unacknowledged use of material by others within your work is a violation of academic integrity, and all reported cases will be investigated for potential disciplinary action.

### ***Classroom Punctuality and Conduct***

JSPC conducts all classes based on a foundation of professionalism. It is expected that students will 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. The classroom is a place for free expression and critical thinking—students must respect the opinions expressed and actively participate in classroom discussions.

### ***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.

### ***Phone Usage***

Phones are not allowed during classroom hours. The use of phones by students may result in their removal by the course instructor. Repeated violations may result in academic discipline.

### ***Disability Support***

JGU endeavors 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 the new 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***

Sukoon Mental Health 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 consultation (personal and group). You can be assured that your confidentiality will always be protected. To schedule an appointment, call 83969 07312 or write an email to [sukoononcampus@jgu.edu.in](mailto:sukoononcampus@jgu.edu.in)

Apart from Sukoon, student in need may utilize Your Dost – an Online Counselling & Emotional Wellness Coach. Help is available 24/7 from professional counsellors. To book an appointment or speak to a counsellor, visit: <https://yourdost.com/>

### ***Safe Space Pledge***

This course may discuss a range of issues and events that might result in distress or provoke strong emotional responses in some students. To make sure that all students collectively benefit from the course, it is incumbent on everyone to maintain respect towards one another. Each person will be responsible and accountable for creating and maintaining a culture of respect at every level of the program. 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.

**5. Keywords:** Mental Health, Substance Use, Depression, Anxiety, Social Media & Mental Health, Eating disorders, Resilience

### **6. Course Material**

(This is not an exhaustive list; relevant study material will be provided as we proceed)

**Textbooks:** Butcher, J. N., Hooley, J. M., & Mineka, S. (2017). *Abnormal psychology* (16th ed.). Pearson India.

#### ***Research Papers***

Li, W., Zhao, Z., Chen, D., Peng, Y., & Lu, Z. (2022). Prevalence and associated factors of depression and anxiety symptoms among college students: a systematic review and meta-analysis. *Journal of child psychology and psychiatry*, 63(11), 1222-1230.

Haruna, U., Mohammed, A. R., & Braimah, M. (2025). Understanding the burden of depression, anxiety and stress among first-year undergraduate students. *BMC psychiatry*, 25(1), 632.

Riles, J. M., Miller, B., Funk, M., & Morrow, E. (2021). The modern character of mental health stigma: A 30-year examination of popular film. *Communication studies*, 72(4), 668-683.

Donohue, D., & Swords, L. (2024). The portrayal of mental illness in popular children's programs on Netflix: A content and thematic analysis. *Psychology of Popular Media*, 13(1), 102.

Nawaser, K., Jafarkhani, F., Khamoushi, S., Yazdi, A., Mohsenifard, H., & Gharleghi, B. (2024). The dark side of digitalization: A visual journey of research through digital game addiction and mental health. *IEEE Engineering Management Review*.

Herring, M. (2024). It's Magic, You Know: The Reframing of Ozempic as a Weight Loss Drug. *The Motley Undergraduate Journal*, 2(2).

## 7. Session Plan

Week	Topic	Approach/Pedagogy
1-2	Understanding Mental Health Stress continuum: everyday stress & burnout	Lecture, interactive discussion, and classroom activity
3-7	<p><b>Anxiety in Daily Life</b></p> <ul style="list-style-type: none"> <li>• Everyday anxiety (exams, deadlines, social settings)</li> <li>• Anxiety disorders (GAD, panic, phobias)</li> </ul> <p><b>Depression and Mood Fluctuations</b></p> <ul style="list-style-type: none"> <li>• Sadness vs clinical depression</li> <li>• College mental health crisis</li> </ul> <p><b>Relationships and Personality</b></p> <ul style="list-style-type: none"> <li>• Relationship conflicts, jealousy, attachment</li> <li>• Personality traits vs disorders (BPD, NPD)</li> </ul> <p><b>Substance Use and Coping Mechanisms</b></p> <ul style="list-style-type: none"> <li>• Alcohol, smoking, and recreational drugs in student life</li> <li>• Addiction vs casual use</li> </ul> <p><b>Technology, Social Media, and Gaming</b></p> <ul style="list-style-type: none"> <li>• Screen addiction, digital burnout, online identity</li> <li>• Understanding digital fatigue and overstimulation</li> <li>• Gaming disorder</li> <li>• Social media: destigmatizing vs trivializing</li> </ul>	Lecture, interactive discussion, and classroom activity
8-12	<b>Eating, Sleeping, and the Body</b>	Lecture, interactive discussion, and classroom activity

	<b>Coping &amp; Resilience</b> <ul style="list-style-type: none"> <li>• Identifying unhealthy and healthy coping strategies</li> <li>• Resilience, Growth Mindset, Mindfulness, Role of creative arts in mental health</li> </ul>	
<b>13-14</b>	<b>Group Presentations (Week 13)</b>	Lecture and interactive discussion, Case study analysis
	<b>Week 14</b>	<b><i>Revision and Feedback</i></b>

\*Course material and relevant research papers (exclusive to what has been mentioned) will be shared as the course progresses.

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