

DISCIPLINE SPECIFIC ELECTIVE COURSE – 8 (DSE-8): MENTAL HEALTH EDUCATION

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Mental Health Education (DSE 8)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To familiarise students with the conceptualisation of mental health in relation to the discipline of psychology.
2. To broaden the understanding of mental health from personal to social spheres.
3. To bridge the gap between theoretical understanding of psychology and its application in everyday life
4. To revisit the stigma surrounding mental health concerns
5. To facilitate students in the development of reflective insights into their own personal and social lives

Learning outcomes

After completion of the course student will be able to:

1. Trace the evolutionary trajectory of mental health parallel to developments in the field of psychology.
2. Form linkages between the notion of mental health and normality across cultural and temporal contexts.
3. Describe stage related mental health concerns
4. identify personal and social dimensions of self and identity, in contexts of their own lives.
5. Elaborate on healthy and unhealthy forms of stress and its management
6. Recognise diversity in society and its relation to mental health
7. Assess lifestyle patterns to identify mental health concerns.

Total Hours:45

Unit I: Understanding Mental Health (12 Hours)

- Conceptualising mental health
- Historical development of mental health in the context of evolution in the discipline of Psychology (with reference to Psychoanalytic, cognitive behavioural and humanistic-existential schools of thought)
- Universal and cultural relatedness of the notion of normality
- Illness vs wellness perspective in mental health
- Personal and social dimensions of mental health

Unit II: Towards Personal Well Being (10 Hours)

- Stage related concerns of mental health during childhood, adolescence and adulthood
- Development of self and identity
- Dimensions of identity- personal, professional, social

Unit III: Towards Well Being: Managing Stress (8 hours)

- Stress and its sources
- Coping mechanisms for managing stress and conflict (such as free play, meditation, yoga and exercise, interests and hobbies, journaling for emotion management, etc.)

Unit IV: Self in the Social World (15hours)

- Healthy interpersonal relationships
- Engagement with media
- Embracing social diversity- religion, caste, class, gender, culture, language, and sexuality
- Lifestyle related concerns emanating from changing relationships, communication patterns, pace of life, urbanisation.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Collect newspaper articles for thirty days that document mental health concerns in home, school and community context. Analyse the articles to identify age, gender, and social class related patterns of mental health concerns and coping mechanisms.
2. Work in groups of four to design a campaign for removing the social stigma surrounding mental health concerns such as socio-emotional disabilities, depression, anxiety, stress, and seeking professional health for the same. A campaign should have components of interaction with society, social media promotion, poster display at public places, etc.
3. Talk to your family and friends and develop a reflective autobiography with focus on identifying key influences (people and events) on your sense of identity, your personal struggles and unresolved areas.

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4. Identify any one area of diversity - disability, gender, sexuality, caste, religion
Talk to five persons from diverse backgrounds from within the chosen category and identify similarities and variations in their mental health concerns.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Baron, R.A. & Byrne, D. (2006). *Social Psychology*. New Delhi: Prentice Hall. [Chapters 8 and 9]
- Berk, L. E. (2013). *Child Development*. New Delhi: Prentice Hall of India.
- Casey, B. and Long, A. (2003). Meaning of madness: a literature review. *Journal of Psychiatric and mental Health Nursing*. 10, 89-99.
- Kakar, S. (2006). Family Matters. *India International Centre Quarterly*, 33(3/4), 214-221. <http://www.jstor.org/stable/23006083>
- Ranganathan, N. and Wadhwa, T. (2017). *Guidance and Counselling for Children and Adolescents in Schools*. New Delhi: Sage. [Chapter 1]
- Rosenberg, R. and Kosslyn, S. (2011). *Abnormal Psychology*. New York: Worth Publishers. [Chapter 1]
- Santrock, J.W. (2017). *Educational Psychology*. (4th ed.) New Delhi: McGraw Hill. [Chapter 5]
- Sarason, I. G. and Sarason, B.R. (2013). *Abnormal Psychology*. (11 ed.) New Delhi: Prentice Hall. [Chapter 2]
- Schafer, W. (1996). *Stress management for wellness* (3rd ed.). Harcourt Brace College Publishers. [Chapters 1, 3, and 17]
- Srivastava, C. (2019). Growing up in a Digital World. In Namita Ranganathan (Ed). *Understanding Childhood and Adolescence*. (pp. 209-223) New Delhi: Sage.
- Walsh, R. (2011). Lifestyle and mental health. *American Psychologist*, 66 (7): 579:592.
- Woolfolk, A., Misra, G. and Jha, A. (2012). *Educational Psychology*. New Delhi: Pearson. [Chapter 3]

Additional Readings:

- Carson, R. C., Butcher, J. N., & Mineka, S. (2001). *Fundamentals of Abnormal Psychology and modern life*. New Delhi: Pearson.
- Kakar, S. (2007). *Indian Identity*. New Delhi: Penguin.
- Moritsugu, J., Vera, E. M., Jacobs, J. H., & Kennedy, M. (2016). *Psychology of adjustment: The search for meaningful balance*. SAGE Publications.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, dialogue, collaborative learning tasks, guided reading, and personal

experiential learning. Reflective expression and active listening will be encouraged in the classroom.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments may be given. Summative evaluation will be undertaken through end- semester examination.

Key Works: Mental Health, Well-being, Social world

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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