

APPLIED PSYCHOLOGY

Courses Offered by Department of Psychology

DISCIPLINE SPECIFIC CORE (DSC) COURSES OF APPLIED PSYCHOLOGY

Semester 6:

- DSC 16: Perspectives in Mental & Behavioral Disorders
- DSC 17: Managing Human Capital at Workplace
- DSC 18: Cultural & Indigenous Perspectives on Psychology

DISCIPLINE SPECIFIC CORE COURSE – 16

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course title & Code	Credit s	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lect ure	Tutori al	Practic al/ Practice		
DSC 16: Perspectives in Mental And Behavioral Disorders	4	3	0	1	Class 12 th Pass	Nil

Learning Objectives

- To introduce the clinical picture and etiological understanding of Schizophrenia spectrum disorders, with a focus on Schizophrenia.
- To provide an understanding of personality disorders and substance-related disorders.
- To orient the learner to neurodevelopmental disorders.

Learning Outcomes

- Understand the symptoms and causal factors of Schizophrenia.
- Recognize the clinical picture of substance-related disorders.
- Discriminate between different personality disorders.
- Identify children with neurodevelopmental disorders.

Syllabus-

Unit – 1. Schizophrenia Spectrum Disorder (Clinical Picture and Dynamics) and Personality Disorders (Clinical Picture only): Schizophrenia; Antisocial Personality Disorder, Borderline Personality Disorder (15 Hours)

Unit – II. Somatic Symptom & Related Disorders, Substance Related Disorders and Gender dysphoria (Clinical Picture Only): Functional Neurological Symptom Disorder (Conversion

Disorder); Alcohol Use Disorder; Drug Abuse and Dependence (Opioids, Stimulants, Sedatives, Hallucinogens); Gender Dysphoria (18 Hours)

Unit – III. Neurodevelopmental Disorders (Clinical Picture Only) – Intellectual Developmental Disorder (Intellectual Disability)/ Specific Learning Disorder (Specific Learning Disabilities), Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder (12 Hours)

Suggestive Practicals (30 Hours)

A total of two practicals from any of the following:

- Mental Status Examination (MSE).
- Assessment of mental disorders using a psychometric test.
- Assessment of IQ/ADHD using a psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, diagnosis and differential diagnosis.
- Correlational study of demographic variables and a mental disorder.
- Analysis of mental illness related visual media/text to understand mental disorders.

Essential/recommended readings

Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.

Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.

Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggested Readings

Das, J.P. (2020). *Reading difficulties & dyslexia: Essential concepts and programs for improvement*. SAGE Publications India Pvt. Ltd.

Gururaj, G. et. al. (2016) *National mental health survey of India, 2015-16: Prevalence, patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.

Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE Publications India Pvt. Ltd.

Kapoor, S. & Jena, S.P.K. (2013). Emotional expression and self-concept of children with learning disabilities. *Indian Journal of Clinical Psychology*, 40 (2), 155-158.

Singh, A.K. (2016) *Modern abnormal psychology* (Hindi), Motilal Banarsidass Pvt Ltd.

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

DISCIPLINE SPECIFIC CORE COURSE – 17

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course title & Code	Credit s	Credit Distribution of the Course			Eligibilit y Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practica l /Practic e		
DSC 17: Managing Human Capital at Workplace	4	3	0	1	Class 12 th pass	Nil

Learning Objectives

The learning objectives of this course are as follows:

- To help students understand the various processes and practices related to Human Capital.
- To enable students to develop a connection between concepts, processes, and practices in organizations.
- Understanding counterproductive behavior in organizations.
- To develop an understanding of the importance of employee talent and job analysis in the workplace.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Learners will be able to understand the different processes and practices related to human capital.
- Learners will be able to understand issues, functioning, and challenges of managing human capital in the workplace.
- Learners will be able to develop knowledge and skills related to recruitment, job analysis, employee, and talent management.

Syllabus

Unit 1. Job Analysis and Talent Management. Basics of job Analysis, Methods for Collecting job

Analysis Information, Writing Job Description, Talent Management Process, Profiles in Talent Management: Competencies and Competency-Based Job Analysis. (15 Hours)

Unit 2. Attraction and Socialization: An Organizational Perspective. Recruitment Process: Applicant's Perspective, Organizational Socialization: Diversity in Organization. (15 Hours)

Unit 3. Counterproductive Behavior at workplace. Nature of Counterproductive Behavior, Ineffective Job Performance, Employee Absenteeism, Employee Turnover, Odd Forms of Counterproductive Behavior. (15 Hours)

Practical Component: (30 Hours)

1. Understanding any one tool for human behavior (FIRO-B, 16PF, MBTI, CWB-C by Spector et al. (2006)).
2. Case study on an Indian Organization based on primary data, on Job Analysis, Talent management, Organizational socialization, diversity in organizations, Counterproductive Work Behavior.

Essential/Recommended Readings

Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning.

Dessler, G., & Varkkey, B. (2020). *Human Resource Management* (16th Edition). New Delhi, India: Pearson Education. (Unit 1: chapter 1, chapter 4; Unit 3: chapter 8)

Jex, S.M.& Britt,T.W. (2014) *Organizational Psychology: A Scientist–Practitioner Approach*. John Wiley & Sons.

Lynton, R. P., & Pareek, U. (2011). *Training for development*. SAGE publishing India.

Rao, V.S.P. (2009) *Human Resource Management*. (2nd ed.). Excel books

Suggested Readings

Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today*. Routledge.

DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2020). *Fundamentals of human resource management*. John Wiley & Sons.

Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). *International Human Resource Management* (4th Edition) New Delhi: Sage.

Bhatnagar, J. & Budhwar, J. (2009). The *Changing Face of People Management in India*. London: Routledge.

Pareek, U. (2010) *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

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

DISCIPLINE SPECIFIC CORE COURSE – 18

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course title & Code	Credit s	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lect ure	Tutori al	Practic al/ Practice		
DSC 18: Cultural and Indigenous Perspectives on Psychology	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- Understanding the concept of culture.
- Understanding the role of culture in understanding social behavior.
- Exploring psychological insights in the Indian thought traditions.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be exposed to the area of culture and behavior.
- By studying this course, the students will understand the cultural influence on social behavior.
- By studying this course, the students will become aware of the emerging issues and challenges of indigenization and the psychological perspective in Indian traditions.

Syllabus -

Unit 1: An introduction to Cultural psychology: What is Cultural Psychology? Relationship between Culture and Psychology: A historical perspective; Dynamics of interdependence (self system and social system); Theoretical issues in cultural Psychology. (16 hrs.)

Unit 2: Culture, Self and Social Behavior: Culture and Social structure; Culture, self and identity;

Multicultural identities, Culture and social behaviour (15 hrs.)

Unit: 3. Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions, self and identity; Indigenization of psychology in India. (14 hrs.)

Practicum: (30 hours)

A total of two practicals (from different units) of the following:

1. Studying culture as a variable
2. Cultural implication on self and identity
3. Exploring role of culture in social behaviour
4. Understanding Indian perspective on emotions, self and identity

Essential/Recommended Readings:

Adair, John. G. (2002). How International is International Psychology? *International Journal of Psychology*, 37, 160-170.

Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*. p. 374-398. New Delhi: Concept Publishing Company.

Bansal, P. (2022). Insurrections of indigenous knowledges: Debating ‘critical’ in indigenous psychologies. *Culture & psychology*, 0(0). <https://doi.org/10.1177/1354067X221145897>

Allwood, C. A. (2002) Indigenized psychologies, *Social Epistemology: A Journal of Knowledge, Culture and Policy*.16:4, 349-366, DOI: 10.1080/0269172022000064621

Chaudhary, N., Misra, G., Bansal, P., Valsiner, J. & Singh, T. (2002). Making Sense of Culture for the Psychological Science. *Review of General Psychology*, Vol.0(0) 1- 17

Fox, S. (2019). Culture and Psychology, Sage.

Gergen, K. J. (2010). *The Acculturated Brain. Theory & Psychology* Vol.20(6)1-20

Kityama, S. & Cohen, D. (2007). *Handbook of Cultural Psychology*. The Guilford Publication New York.

Miller, J.G. (1996). Theoretical issues in cultural Psychology. In Berry, J.W., Poortinga, Y., & Pandey, J. (Eds.) (1996) *Handbook of Cross-Cultural Psychology: Theory and Method*. (vol. 1), Boston: Allyn & Bacon.

Misra, G & Dalal, A.K. (2015). *Psychology for India: Essays by D. Sinha*. New Delhi: SAGE

Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*. p. 421-439. New Delhi: Concept Publishing Company.

Sinha, D. (1993), Indigenization of psychology in India and its relevance. In U. Kim and J. W. Berry (eds), 1993, *Indigenous Psychologies Research and Experience in Cultural Context* (Newbury Park: Sage Publications), pp. 30-43.

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