

Translating Social Psychology: Theory to Practise
PCCU-03-BAP-SPTP3081
School - Specific Elective
Jindal School of Psychology and Counselling
Spring Semester 2026

Course Information

Course Duration: 15 weeks

Credit Hours: 4 credits

Meetings: TBD

Location: TBD

Prerequisites: General and Social Psychology

Instructor Information

Name: Dr. Madhumita R Dhupar

Biography: Dr. Madhumita R. Dhupar is an Assistant Professor at the Jindal School of Psychology and Counselling. She holds a joint Ph.D. from the University of Queensland, Australia, and the Indian Institute of Technology, Delhi, where her thesis focused on developing a digital behavioral intervention for senior school teachers to address classroom behavioral concerns. With over six years of teaching experience prior to her Ph.D., her research interests span social psychology, developmental psychology, cross-cultural psychology, emotion regulation, adolescent and teacher mental health.

Email: madhumita.dhupar@jgu.edu.in

Office: 8B, 2nd floor, Faculty Office Block

Office Hours: TBD

Homepage: <https://jgu.edu.in/jspc/faculty/dr-madhumita-r-dhupar>

Course Description

This course applies core social psychology theories to real-world problems, with emphasis on culturally relevant examples and practice. Topics include behavior change, persuasion, intergroup relations (e.g., caste, gender), health behaviors, education, prosocial action, environmental issues, media influences, legal applications, and policy interventions. Classes combine theory, case studies, media, and experiential activities. Indian case studies are paired with global examples to sharpen comparative insights.

Course Intended Learning Objectives

Learning Objective (ILO)	Teaching & Learning Activities	Assessment Activities
Understand key applied domains of social psychology (e.g., attitude change, social influence, identity, health behavior).	Interactive lectures introducing core theories; case-based discussions linking Indian and global examples; multimedia resources (films, TED Talks, campaigns).	Short reflection papers; participation in class discussions; MCQs/short-answer quizzes.
Analyze social issues using theory-to-practice frameworks.	Case study simulations (e.g., sanitation campaigns, prejudice reduction interventions); role plays and debates; field visit (Salaam Baalak Trust).	Group reflection journals; class debate performance
Review and critically evaluate academic and media sources.	Guided reading workshops; critical media analysis exercises (ad analysis, campaign critique)	contribution to seminar discussions.
Design and evaluate interventions or campaigns with ethical and cultural sensitivity.	Group project development workshops; guest lectures from practitioners; peer feedback sessions.	Capstone project proposal, progress report, and final presentation; group toolkit submission; peer review of interventions.
Develop skills in applied communication, policy translation, and community engagement.	Digital storytelling projects; simulation of advocacy/policy communication, Q&A	Digital storytelling assignment (e.g., PSA or sustainability reel); oral presentations; final reflective essay on community engagement.

1. Scheme of Evaluation and Grading Evaluation breakup

S.no	Tasks	Marks
1.	Class participation	10
2.	Field visit observation	10
3.	Mid semester exam	25
4.	Applied Project	25
5.	End term exams	30

Evaluation breakup

Internal Assessment

- **Class participation (10 Marks):** Class participation will be decided at the end of the semester depending on individual performance in class.
- **Field visit observation (10 Marks):** Students will be a part of field visit, engaging directly with community narratives of resilience and marginalization. The exercise will allow them to apply theories of prosocial behavior, empathy, and social identity to real-world contexts. Each student will submit a short reflective piece connecting field experiences with course concepts.
- **Mid-term Exam (25 Marks):** Students will have an in-class exam middle of the semester, where students will have to answer applied-based questions on the topics covered in class.
- **Applied Project (25 Marks):** The project is an applied intervention design, not a full-scale data collection exercise. Students identify a real-world social issue—such as vaccine hesitancy, caste bias, digital misinformation, or sustainability—and ground it in social psychological theory. They then review literature, analyze gaps, and design a culturally sensitive, ethically sound campaign or workshop, outlining how they would evaluate its impact. The project culminates in a written proposal (2,500–3,000 words) and a presentation to peers and practitioners, showcasing their ability to translate theory into practice.

External Assessment

- **End-semester Exam (30 Marks):** Students will have an in-person closed book written exam. The students will answer applied-based questions on topics discussed in class.

2. Grade Definition

Grade	Percentage 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 analyse 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 is only available for semesters taught online (covid).
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.

Academic Integrity

Class culture:

In this course, as a group it is expected that everyone fosters an environment of curiosity, respect, and engagement. Open dialogue is encouraged, where students feel comfortable sharing their thoughts and experiences, and asking questions without fear of judgment. In this course, collaboration is key in promoting group discussions and projects that allow students to learn from one another. Inclusivity is essential - therefore, it is everyone's responsibility to ensure that all voices are heard and valued, and that diverse perspectives are represented and explored. This class also emphasizes critical thinking and encourages students to challenge assumptions and think deeply about concepts and their real-world applications. Please respect the time of both your classmate and professor, by arriving in time for your classes.

Participation Policy

Attendance is paramount to learning and mastering concepts. This class will rely heavily on interactive group discussions to debate social psychological concepts. Additionally, 10% of your internal marks consist of class participation. This does not entail only speaking in class, but also respecting the view of your classmates, avoiding interruptions, close reading and writing assignments dutifully.

Use of phone/ texting/ laptop

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 an academic discipline.

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 own work reflects originality, attribution, and authenticity. This enriches our academic journey and foster an environment where knowledge flourishes.

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

Disability support and accommodation requirements

At JGU, we are dedicated to providing our students with equal access to all of our courses. Please register with the Disability Support Committee if you need academic accommodations due to a known disability. To schedule an appointment, send an email to dsc@jgu.edu.in. In accordance with the The Rights of Persons with Disabilities Act, 2016, Mental Health Care Act of 2017 and other laws, the Committee offers a variety of accommodations. They provide support to students with a broad range of health and learning issues, such as issues with mobility and physical health; medical conditions; visual and hearing impairments; specific learning difficulties, such as dyslexia and dyscalculia; and mental health issues, such as anxiety and panic attacks. The Disability Support Committee respects the privacy of the students and upholds strict secrecy during its meetings. The DSC registration is now available.

Course Material

Text book: Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2011). *Applied social psychology: Understanding and addressing social and practical problems*. Sage.

Session Plan

Week	Topic	Sub-topics	Activities	Readings & Media
1	Introduction: Translating Social Psychology	Scope of applied social psychology Theory of planned behaviour Theory–practice frameworks COM-B) Indian case: 'No Toilet, No Bride' Global case: Anti-smoking campaigns	In-class COM-B mapping of everyday behaviors	Chapter 1 of textbook (Gruman, Schenieder & Coutt's Applied Social Psychology) Ajzen, I. (1991). The theory of planned behavior. OBHDP, 50(2), 179–211. https://doi.org/10.1016/0749-5978(91)90020-T Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel. Implementation Science, 6, 42. https://doi.org/10.1186/1748-5908-6-42 Kelly, M. P., & Barker, M. (2016). Why is changing health-related behaviour so difficult? Public Health, 136, 109–116. https://doi.org/10.1016/j.puhe.2016.03.030 Media: Rory Sutherland TED Talk 'Sweating the Small Stuff'; Swachh Bharat campaign clips
2	Applied Research Methods and Evaluation	Field experiments Quasi-experiments Action research Indian case: Nudges in Odisha sanitation Global case: Seattle Social Development Project	Critique an intervention design	Chapter 2 of textbook (Gruman, Schenieder & Coutt's Applied Social Psychology) Campbell, D. T. (1969). Reforms as experiments. American Psychologist, 24(4), 409–429. https://doi.org/10.1037/h0027982 Lewin, K. (1946). Action research. JSI, 2(4), 34–46. https://doi.org/10.1111/j.154

				0-4560.1946.tb02295.x Banerjee, A., & Duflo, E. (2009). Experimental approach to development economics. Annual Review of Economics, 1, 151–178. https://doi.org/10.1146/annurev.economics.050708.143235
3	Persuasion and Social Influence	Elaboration Likelihood Model Cialdini's six principles Indian case: Pulse Polio campaign; Global case: 'Don't Mess with Texas'	Written ad analysis	Chapter 4 of textbook (Gruman, Schenieder & Coutt's Applied Social Psychology) Petty, R. E., & Cacioppo, J. T. (1986). Communication and persuasion. Springer. https://doi.org/10.1007/978-1-4612-4964-1 Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. Annual Review of Psychology, 55, 591–621. https://doi.org/10.1146/annurev.psych.55.090902.142015 Albarracín, D., & Shavitt, S. (2018). Attitudes and attitude change. Annual Review of Psychology, 69, 299–327. https://doi.org/10.1146/annurev-psych-122216-011911 Media: Robert Cialdini video 'Science of Persuasion'; Film 12 Angry Men
4	Applying Social Psychology to Health	Health Belief Model Social Cognitive Theory Behavioral economics in health Indian case: Swachh	Digital storytelling assignment (60–90 sec)	Chapter 8 of textbook (Gruman, Schenieder & Coutt's Applied Social Psychology) Bandura, A. (2004). Health promotion by social cognitive means. Health

		<p>Bharat Mission</p> <p>Global case: Uganda HIV 'ABC' campaign</p>		<p>Education & Behavior, 31(2), 143–164. https://doi.org/10.1177/1090198104263660</p> <p>Glanz, K., & Bishop, D. B. (2010). The role of behavioral science theory in public health interventions. Annual Review of Public Health, 31, 399–418. https://doi.org/10.1146/annurev.publhealth.012809.103604</p> <p>Thoits, P. A. (2011). Mechanisms linking social ties and health. Journal of Health and Social Behavior, 52(2), 145–161. https://doi.org/10.1177/0022146510395592</p> <p>Media: TEDx Talk Gabor Maté 'The Power of Addiction'; WHO vaccination campaign videos</p>
5	Social Psychology in Education	<p>Stereotype threat</p> <p>Growth mindset</p> <p>Cooperative learning</p> <p>Indian case: Caste salience in classrooms;</p> <p>Global case: U.S. mindset interventions</p>	Classroom discussions	<p>Chapter 9 of textbook (Gruman, Schenieder & Coutt's Applied Social Psychology)</p> <p>Steele, C. M., & Aronson, J. (1995). Stereotype threat. JPSP, 69(5), 797–811. https://doi.org/10.1037/0022-3514.69.5.797</p> <p>Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence. Child Development, 78(1), 246–263. https://doi.org/10.1111/j.1467-8624.2007.00995.x</p> <p>Yeager, D. S., et al. (2019). National experiment on</p>

				<p>growth mindset. <i>Nature</i>, 573, 364–369. https://doi.org/10.1038/s41586-019-1466-y</p> <p>Media: TED Talk Sugata Mitra 'Build a School in the Cloud'</p>
6	Prejudice, Caste, and Social Inclusion	<p>Social Identity Theory; Contact Hypothesis; Indian case: Caste bias in hiring/housing. Global case: Rwanda reconciliation radio</p>	Perspective-taking exercise	<p>Tajfel, H., & Turner, J. (1979). An integrative theory of intergroup conflict. In Austin & Worchel (Eds.). Brooks/Cole.</p> <p>Pettigrew, T. F., & Tropp, L. R. (2006). Meta-analytic test of intergroup contact theory. <i>JPSP</i>, 90(5), 751–783. https://doi.org/10.1037/0022-3514.90.5.751</p> <p>Paluck, E. L., & Green, D. P. (2009). Prejudice reduction: What works? <i>Annual Review of Psychology</i>, 60, 339–367. https://doi.org/10.1146/annurev.psych.60.110707.163607</p> <p>Devine, P. G., et al. (2012). Habit-breaking intervention. <i>JESP</i>, 48(6), 1267–1278. https://doi.org/10.1016/j.jesp.2012.06.003</p> <p>Film: Article 15</p>
7	Digital Media and Online Behavior	<p>Online disinhibition; Social comparison; Group polarization; Misinformation. Indian case: WhatsApp rumors 2018 Global case: False news on Twitter</p>	Debate: Social media—harmful or beneficial?	<p>Chapter 6 of textbook (Gruman, Schenieder & Coutt’s <i>Applied Social Psychology</i>)</p> <p>Bargh, J. A., & McKenna, K. Y. A. (2004). Internet and social life. <i>Annual Review of Psychology</i>, 55, 573–590. https://doi.org/10.1146/annurev.psych.55.090902.141922</p> <p>Suler, J. (2004). Online</p>

				<p>disinhibition effect. CyberPsychology & Behavior, 7(3), 321–326. https://doi.org/10.1089/1094931041291295</p> <p>Vosoughi, S., Roy, D., & Aral, S. (2018). Spread of true and false news online. Science, 359(6380), 1146–1151. https://doi.org/10.1126/science.aap9559</p> <p>Documentary The Social Dilemma</p>
8	Organizations and Workplaces	<p>Bias in hiring</p> <p>Social identity and leadership</p> <p>Psychological safety</p> <p>Indian case: Blind résumé screening</p> <p>Global case: Google Project Aristotle</p>	Group discussions	<p>Chapter 10 of textbook (Gruman, Schenieder & Coutt's Applied Social Psychology)</p> <p>Moss-Racusin, C. A., et al. (2012). Gender bias in science faculty. PNAS, 109(41), 16474–16479. https://doi.org/10.1073/pnas.1211286109</p> <p>Haslam, S. A., & Reicher, S. D. (2017). Social identity theory of leadership. Leadership Quarterly, 28(5), 511–516. https://doi.org/10.1016/j.leaqua.2017.06.004</p> <p>Bergeron, D. M., & Thompson, P. S. (2020). Speaking up at work. OPR, 10(1), 34–62. https://doi.org/10.1177/2041386619894826</p> <p>Media: TED Talk Amy Edmondson 'Building a Psychologically Safe Workplace'</p>
9	Prosocial Behavior and Altruism	<p>Empathy-altruism</p> <p>Bystander effect</p> <p>Seva traditions</p>	Field visit: Salaam Baalak Trust walk/Teach for India classroom	<p>Darley, J. M., & Latané, B. (1968). Bystander intervention. JPSP, 8(4),</p>

		Indian case: Kerala floods 2018 Global case: Classic bystander studies		377–383. https://doi.org/10.1037/h0025589 Penner, L. A., et al. (2005). Prosocial behavior. Annual Review of Psychology, 56, 365–392. https://doi.org/10.1146/annurev.psych.56.091103.070141 Dunn, E. W., et al. (2008). Spending money on others promotes happiness. Science, 319(5870), 1687–1688. https://doi.org/10.1126/science.1150952 Media: TED Talk William Ury 'The Walk from No to Yes'
10	Intergroup Conflict and Peacebuilding	Realistic Conflict Theory Dehumanization Emotion regulation Indian case: Hindu–Muslim youth camps in Gujarat Global case: Northern Ireland integrated schools	Classroom discussion	Sherif, M., et al. (1961). Robbers Cave experiment. University of Oklahoma Press. Paluck, E. L. (2009). Reducing prejudice using media. JPSP, 96(3), 574–587. https://doi.org/10.1037/a0011989 Halperin, E., & Gross, J. J. (2011). Emotion regulation in conflict. JCR, 55(1), 118–145. https://doi.org/10.1177/0022002711408019 Film: Hotel Rwanda
11	Collective Action and Social Movements	SIMCA model Digital mobilization Indian case: Anna Hazare's anti-corruption movement Global case: Black Lives Matter	Classroom discussion	van Zomeren, M., et al. (2008). SIMCA model. Psychological Bulletin, 134(4), 504–535. https://doi.org/10.1037/0033-2909.134.4.504 van Stekelenburg, J., & Klandermans, B. (2013).

				<p>Social psychology of protest. <i>Current Sociology</i>, 61(5–6), 886–905. https://doi.org/10.1177/0011392113479314</p> <p>Bennett, W. L., & Segerberg, A. (2012). Logic of connective action. <i>ICS</i>, 15(5), 739–768. https://doi.org/10.1080/1369118X.2012.670661</p>
12	Environmental Psychology and Sustainability	<p>Stern's theory.</p> <p>Gifford's dragons of inaction.</p> <p>Norm-based interventions.</p> <p>Indian case: Maharashtra plastic ban; Global case: Energy use feedback</p>	Classroom discussions	<p>Chapter 13 of textbook (Gruman, Schenieder & Coutt's <i>Applied Social Psychology</i>)</p> <p>Stern, P. C. (2000). Theory of environmentally significant behavior. <i>JSI</i>, 56(3), 407–424. https://doi.org/10.1111/0022-4537.00175</p> <p>Gifford, R. (2011). Dragons of inaction. <i>American Psychologist</i>, 66(4), 290–302. https://doi.org/10.1037/a0023566</p> <p>Goldstein, N. J., et al. (2008). Social norms motivate conservation. <i>JCR</i>, 35(3), 472–482. https://doi.org/10.1086/586910</p> <p>Film <i>Before the Flood</i></p>
13	Legal Psychology	<p>Eyewitness memory</p> <p>Jury bias</p> <p>False confessions</p> <p>Indian case: Mumbai robbery misidentification 2017</p> <p>Global case: Central Park Five</p>	Case discussions	<p>Chapter 11 of textbook (Gruman, Schenieder & Coutt's <i>Applied Social Psychology</i>)</p> <p>Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction. <i>JVLBV</i>, 13(5), 585–589. https://doi.org/10.1016/S002</p>

				2-5371(74)80011-3 Kassin, S. M., & Gudjonsson, G. H. (2004). Psychology of confessions. PSPI, 5(2), 33–67. https://doi.org/10.1111/j.1529-1006.2004.00016.x Wells, G. L., & Olson, E. A. (2003). Eyewitness testimony. Annual Review of Psychology, 54, 277–295. https://doi.org/10.1146/annurev.psych.54.101601.145028 Media: Crime reenactment clips. Documentary: Making a Murderer
14	Capstone Integration and Futures Capstone Integration and Futures	Synthesis of course themes Applied intervention proposals Synthesis of course themes Applied intervention proposals	Group project presentations Group project presentations	
15	Revision			