

Post Graduate Diploma in Rehabilitation Psychology

(Revised)

Norms, Guidelines & Curriculum

**REHABILITATION COUNCIL OF INDIA
NEW DELHI
2005**

Post Graduate Diploma in Rehabilitation Psychology Through Face to Face Mode

Rational of the Course

Trained and qualified human resource continues to be a major constraint in spite of the enormous efforts by the Rehabilitation Council of India (RCI). Till date the practitioners under various disabilities registered with RCI are approximately 28 thousand only. For an assumed disability population of 1.85 percent (NSSO 2002), the available human resources in India are infinitely small. Further Rehabilitation professionals have to work under a one to one relationship at least for the initial period of rehabilitation exposes the inadequacy of the immediate requirement.

Keeping the requirement of 2000-4000 psychologists under the IX & X Plan (Report on Manpower Development, RCI, 1996), an attempt to augment the manpower in Rehabilitation Psychology through Face to Face and Distance Education Mode is essential to create trained human resource to deliver services to persons with disabilities.

According to the RCI Act (1992), any person who works as a professional/ personnel has to register with RCI. Further the Expert Committee of the RCI for developing of training programme for six categories including Rehabilitation Psychologists / Rehabilitation Counselors / Vocational Counselors / Rehabilitation Social Workers desirous of working in the area of disability expressed the opinion that he / she should have at the minimum a PG Diploma in Rehabilitation Psychology even after possessing a Bachelor's or Masters degree in Psychology.

It is mandatory to have a PG Diploma in Rehabilitation Psychology to work across disabilities. It is anticipated that there will be a good demand for this course, which is likely to grow with the increase in population and the growing awareness of rehabilitation of persons with disabilities. It is needless to add that the proposed course is a job oriented course which will benefit all who would like to serve the disabled including those who are in service.

1. Title of the course

Post Graduate Diploma in Rehabilitation Psychology

2. Objectives

- A) To create a cadre of Rehabilitation Psychologist.
- B) To strengthen the professionals already in the field to qualify as Rehabilitation Psychologist.

3. Eligibility

- A) All graduates and post graduates in Psychology will be eligible for direct enrollment in either of the streams, i.e., face to face and distance modes.
- B) Candidates from the allied fields essentially having atleast one full paper in Psychology are eligible to enroll in the distance education mode provided they have one year work experience in Psychology / Rehabilitation / Counselling Dept. of an organization working in the disability field.

4. Duration of the course

The duration of the course will be 12 months comprising of two semesters. Each semester will be of six months duration.

5. Institutional requirement for starting the course:

Institutions should satisfy the following criteria for starting the course:

- (a) must be an institution of rehabilitation training and teaching.
- (b) must have the facility for dealing with one or more forms of disability. However, they should be able to network or liaison with institutions dealing with other types of disability.
- (c) must have adequate library and a psychological testing laboratory
- (d) must have at least one core senior Rehabilitation / Clinical Psychologist and one more Rehabilitation / Clinical Psychologist having work experience at a Rehabilitation Centre for the disabled.
- (e) universities must have PG Department of Psychology and should be attached with Rehabilitation Centres.

6. Course Content

Semester I	Theory	PAPER I PERSPECTIVES ON DISABILITY
		PAPER II Models Of Disability And Rehabilitation
		PAPER-III Rehabilitation Psychology
	Practical I	Screening and early identification of persons with disabilities. Developmental Assessment.

Semester II	Theory	PAPER IV Psychological Assessment & Evaluation
		PAPER V Psychological Rehabilitation And Intervention
		PAPER VI Vocational Guidance & Counseling
	Practical II	Psychological Assessment – Intellectual assessment, Assessment of Adaptive Behaviour, Neuropsychological and Vocational assessment.
	Practical III	Behaviour Modification. Counselling – Individual and Group Counselling, Parental Counselling and Family Therapy.

Project Work

The students will undergo a two months internship and submit a project report based on the case work involving psychological assessment and intervention.

7. Medium of Instruction

English

8. Examination and Evaluation

There shall be an examination at the end of each semester both in theory and practicals.

The candidates should complete the course within a maximum period of three years from the date of admission.

Examination scheme

Three theory papers in each semester	100 marks each X 3 papers X 2semesters = 600 marks
One practical paper in first semester and two practical papers in second semester	100 marks X 3 papers = 300 marks
Project Work	100 marks X 1 paper = 100 marks
Total	1000 marks

Minimum Pass Marks

The minimum pass marks will be 50 % in each of the theory and practical papers separately and in project work.

Division

50% and above in the aggregate in theory and practicals including project work will be **Second division**

60% and above in the aggregate in theory and practicals including project work will be **First division**

70% and above in the aggregate in theory and practicals including project work will be **Distinction**

9. Award of Diploma

The University will award Post Graduate Diploma in Rehabilitation Psychology under its authority and seal.

PAPER I PERSPECTIVES ON DISABILITY

No. of hours: 80

OBJECTIVES

1. To understand the concept of impairment, activity, participation
2. To understand the characteristics of various disabilities.
3. To learn about different government schemes, policies and legislations for persons with disabilities.

- Unit1** Concept and definition of disability
Concept of impairment, activity, participation
Nature and needs of persons with disabilities
Concept of rehabilitation; Evolution of rehabilitation
Paradigm shift in rehabilitation
- Unit2** Definition, nature, types and characteristics of various disabilities as per PD Act including:
- Mental Retardation
 - Learning disabilities
 - Visual disabilities
 - Hearing and speech disabilities
 - Orthopaedic and neuromuscular disability
 - Cerebral Palsy
 - Multiple Disabilities
- Unit3**
- Autism
 - Hanson's disease
 - Mental illness
 - Cardiac rehabilitation
 - Coping with cancer
 - HIV / AIDS
- Unit4** Incidence, prevalence, causes and prevention of above mentioned various disabilities.
- Unit5** Government schemes and policies
Legislations: Mental Health Act
PD Act
RCI Act
National Trust Act

References

1. Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
2. Kundu.C.L., 2003. Status of Disability in India. Rehabilitation Council of India, New Delhi.
3. Lewis, V.2nd Ed.2003, Development and Disability, Blackwell Publishers, U.K.
4. Smith, C.R. (2004) Learning Disabilities: The interaction of students and their environments, Boston: Allyn and Bacon.
5. Martin, F.N. and Clark, J.G (2003). Introduction to Audiology. Boston: Allyn and Bacon.
6. Aarons, M., and Glittens, T, (1992). The handbook of Autism: A guide for parents and professionals. New York: Routledge.
7. Government of India (1995). The persons with Disabilities (Equal opportunities, Protection of Rights, and Full Participation) Act, New Delhi: Ministry of Social Justice and Empowerment.
8. Government of India (1999). The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, New Delhi: Ministry of Social Justice and Empowerment.

PAPER II MODELS OF DISABILITY AND REHABILITATION

No. of hours: 80

OBJECTIVES

1. To understand the biological basis of behaviour.
2. To understand the relationship between brain and behaviour.
3. To understand social correlates of disability.
4. To learn about various models of rehabilitation.

A: Biological Model

Unit1 Brain – Behaviour

- Neurons, synapse, neurotransmitters and their functions
- Central nervous system
- Autonomic nervous system, Peripheral nervous system, spinal cord, brain stem.

Unit2 Cortex – areas and functions

- cerebral cortex – behaviour & limbic systems – experience
- sensory, motor, associated cortex

Lobe Functions

Genetics and Disability

B: Sociological Model

Unit3 Family as a unit of study from rehabilitation point of view

Family Types, Family Dynamics
Marriages, Consanguinity and Disability
Strengthening families

Unit4 Group as support systems

Group dynamics
Self help groups
Self advocacy movement
Community awareness
Community based rehabilitation

C: Models of Rehabilitation

Unit5 Models of Rehabilitation:

Medical Model
Psychological Model
Socio-cultural Model
Institutional Model

References

1. Devy John, 1994 – Introduction to Social Psychology
2. Carpener B, 2002, Families in Context, Emerging Trends in Family Support and Intervention, David Fulton Publishers Ltd., London.
3. Murickan, J, Kaveparampil (1995) – Persons with disabilities in society.

PAPER-III REHABILITATION PSYCHOLOGY

No. of hours: 80

OBJECTIVES

1. To understand the role of rehabilitation psychologist in the field of disability rehabilitation.
2. To become aware of recent research/ trends in rehabilitation psychology.

Unit1 Rehabilitation Psychology: Definition, historical perspective, scope and methods.

Functions of Rehabilitation Psychology

Unit2 Psychological Approach to Rehabilitation: Assessment, diagnosis, treatment and certification

Role of psychologist in disability rehabilitation

Understanding psychological needs of caregivers and working with families of persons with disabilities

Unit3 Personality development of persons with disabilities

Lifespan development of persons with disabilities

Personality traits and coping styles

Unit4 Work settings of rehabilitation psychologists

Designing training programmes for rehabilitation psychologists

Training need analysis, implementation of training programmes

Unit5 Research problems in disability rehabilitation

Research designs

Recent trends in research in rehabilitation psychology

References

- Golden C.J., 1984. Current Topics in Rehabilitation Psychology: Grune & Stratton, London.
- Nirbhay N.Singh, 1998. Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9, Elsevier Science, Pergamon.
- Zigler, E, Gates, D.B (1999). Personality development in individuals with Mental Retardation, New York: Cambridge University Press.

PAPER-IV-PSYCHOLOGICAL ASSESSMENT AND EVALUATION

No. of hours: 80

OBJECTIVES

1. To understand the relevance of psychological assessment and various approaches in the field of disability rehabilitation.
2. To understand how to make diagnosis and differential diagnosis based on psychological assessment and clinical casework.

- Unit1** Principles of assessment.
Approaches to assessment – norm referenced, criterion referenced, idiometric and nomothetic.
Methods of assessment.
- Unit2** Psychological testing: History and evolution of psychological testing movement.
Requisites of a good psychological test: Objectivity, Reliability, validity, norms – types of norms.
Types of psychological tests.
- Unit3** Psychological assessment of: Visually impaired
Hearing handicapped
Physically handicapped
Mentally handicapped
Learning disabilities
- Unit4** Assessment of Intelligence and cognitive functions.
Developmental assessment.
Neuropsychological assessment.
Assessment of aptitude, interest and special abilities.
Vocational assessment.
- Unit5** Role and relevance of psychological assessment in the field of disability rehabilitation.
Uses of psychological tests in screening, diagnosis and assessment of persons with disabilities.
Ethical issues in psychological assessment.

References

1. Anastasi, Anne (1997) Psychological Testing, 7th edition, Prentice-Hall, Inc., New Jersey.
2. Arya Saroj, 1980. Manual for Intelligence Testing. National Institute of Nutrition, Hyderabad.
3. Schultz, K.S. and Whitney, D.J.(2005). Management theory in action, London: Sage Publicatin.
4. Nairne J.S, (2003) Psychology: The adaptive mind, Canada: Thomas Learning Inc.
5. Simeonsson, R.J, Rosenthal S.L.(2001). Psychological and Developmental Assessment. New York: The Guilford Press.

PAPER V PSYCHOLOGICAL REHABILITATION AND INTERVENTION

No. of hours: 80

OBJECTIVES

1. To learn the different approaches to rehabilitation.
2. To understand the application and importance of psychological intervention in the field of disability.
3. To understand the basic principles of psychotherapy and its application in the field of disability.

Unit1 Definition and basic principles of psychological intervention.

Psychotherapy: Concept and definition.

Role of psychotherapy in the field of disability.

Individual therapy and group therapy.

Unit2 Types of Psychological Interventions: Psycho analytic therapy
Client-centered therapy
Cognitive Behaviour therapy
Rational – Emotive therapy
Supportive therapy

Unit3 Augmentative therapy

- psycho drama
- role of play
- art therapy
- yoga & meditation

Unit4 Behaviour therapy

Theoretical basis of behaviour therapy.

Various forms of behaviour therapy: Relaxation techniques,
Systematic desensitization
Assertive training.
Bio-feedback

Unit5 Behaviour modification technology

Role of reinforcement in behaviour modification.

Behaviour modification techniques to decrease undesirable behaviour.

Behaviour modification techniques to increase desirable behaviours.

References

- Alexis Waitman & Suzanne Conboy – Hill, 1992. Psychotherapy and Mental Handicap. SAGE Publications, New Delhi.
- Franks and Wilson Annual Review of behaviour therapy Theory and practices, Vol.5, 1997.
- Rosenberg, M.S., Wilson R., Maheady, L., (2004) Educating Children with Behaviour Disorder. London: Sage Publications.
- Palmer, S, and Woolf, R, (2000). Interpretative and electric counselling and psychotherapy, London: Sage.

PAPER VI VOCATIONAL GUIDANCE AND COUNSELING

No. of hours: 80

OBJECTIVES

1. To understand the importance of vocational rehabilitation of persons with disability.
2. To understand the need for counselling and apply psychological counselling skills with persons with disability and family members.

Unit1 Importance of vocational guidance and counselling in disability rehabilitation
Vocational assessment: Traditional vs. contemporary approaches
Job survey
Job analysis and definition

Unit2 Vocational training
Strategies of job training
Job training in simulated and community settings
Training aids and devices
Work behaviour

Unit3 Job placement and employment model: Open competitive employment
Supported employment
Sheltered employment
Self employment
Empowerment of persons with disabilities by economic independence

Unit4 Counselling – concept and definition
Aims and objectives of counselling
Characteristics of a good counsellor

Counselling skills.
Models of counselling: Egan's model
Adaptive model
Social skills training

Unit5 Types of counselling: Individual counselling
Group counselling
Parental counselling
Marital counselling
Family counselling
Critical issues in rehabilitation counselling

References

1. Robert W. Proctor & Addie Dutta, 1995. Skill Acquisition and Human Performance. SAGE Publications, New Delhi.
2. Woolfe & Dryden (1996) – Hand book of Counselling Psychology, Sage Publications, London, Thousand Oaks, New Delhi.
3. National Institute for the Mentally Handicapped, 1990. Vocational Training and Employment for persons with mental retardation, Secunderabad – NIMH Publication.

SYLLABUS FOR PRACTICALS

Paper I: Screening and early identification of persons with disabilities. Developmental Assessment.

The practicum will consist of:

- a) Case history taking.
- b) Observation and clinical interview
- c) Screening tests and tools:

Developmental Screening Test
NIMH Developmental Screening Schedule
Gesell's Developmental Schedules

The students are required to submit two case reports based on actual work on cases using the above mentioned techniques and tests.

Paper II: Psychological Assessment – Intellectual assessment, Assessment of Adaptive Behaviour, Neuropsychological and Vocational assessment.

The practicum will consist of acquiring practical skills and hands-on experience in administration, scoring and interpretation of the following psychological tests:

- 1) Intellectual Assessment:
 - a) Knox Cube Imitation Test
 - b) Colour Cancellation Test
 - c) Sequin Form Board
 - d) Binet – Kamat Test of Intelligence
 - e) Malin's Intelligence Scale for Indian Children
 - f) Bhatia's Battery of Performance Tests of Intelligence
- 2) Assessment of Adaptive Behaviour:

Vineland Social Maturity Scale
Behavioural Assessment Scale for Adult Living - Mental Retardation, developed at NIMH.
- 3) Neuropsychological and Vocational Assessment

Bender Gestalt Test
Luria Nebraska Neuropsychological Battery
Vocational Assessment Checklist
Psychomotor Tests – Finger Dexterity Test, Steadiness Test

The students are required to submit psychological test records comprising of two cases using the above mentioned tests.

Paper III: Behaviour Modification.
Counselling – Individual and Group Counselling, Parental
Counselling and Family Therapy.

The practicum will consist of:

- 1) Behaviour Management Techniques for :
 - a) Decreasing undesirable behaviours
 - b) Increasing undesirable behaviours
 - c) Developing new adaptive behaviours

- 2) Counselling Skills based on :
 - a) Egan's model of counselling
 - b) Roger's client centered therapy
 - c) Individual & Family Counselling

The students are required to submit two case reports based on actual work using Behaviour Management Techniques and Counselling Skills.

Examination

Examination pattern will be as follows:

There will be a theory and practical examination in the respective papers at the end of each semester. The maximum marks will be 100 and the duration of the examination will be 3 hours.

Model Paper

Model paper will be as follows:

PG Diploma in Rehabilitation Psychology

PAPER I PERSPECTIVES ON DISABILITY

Answer any FOUR questions

All questions will carry equal marks.

- Q.1 A or B from unit I only**
- Q.2 A or B from unit II only**
- Q.3 A or B from unit III only**
- Q.4 A or B from unit IV only**
- Q.5 A or B from unit V only**

Note: All the units are covered.
There is internal choice within the unit only.

PG DIPLOMA IN REHABILITATION PSYCHOLOGY

MODEL QUESTION PAPER

PAPER I PERSPECTIVES ON DISABILITY

Time: 3 Hrs.

Max. Marks:100

Note: Answer all the questions

All questions carry equal marks

(20X 5 marks = 100)

1. Define impairment, disability and handicap in the context of rehabilitation.
Or
Delineate the role of psychology in the field of rehabilitation?
2. Define mental retardation. Describe the characteristics and management of persons with mental retardation.
Or
Write about the nature, causes and prevention of the visual disabilities?
3. Describe Autism Spectrum Disorders?
Or
Discuss rehabilitation of persons with mental illnesses.
4. What are the causes of orthopedic and neuromuscular disabilities and describe their characteristics.
Or
Illustrate causes and preventive measures of HIV and AIDS.
5. Describe Government schemes and policies for persons with disabilities.
Or
Describe Persons with Disabilities Act.