

264 Annexure-A/6
As per RCI Guidelines - March 2017

Curriculum Framework

POSTGRADUATE DIPLOMA IN REHABILITATION PSYCHOLOGY (P.G.D.R.P.)

Norms, Regulations & Course Content

March, 2017

Effective from Academic Session 2018-19
One Year Duration



भारतीय पुनर्वास परिषद

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h) 4.11 Scheme of Examination (2018-19)
P.G.D.R.P.

| Papers Title | Duration | Marks | | Total |
|--|----------|-----------------------------|-------------------------------|-------|
| | | Final Examination (Maximum) | Internal Assessment (Maximum) | |
| <u>Group - A</u> | | | | |
| Paper I: Disability and Rehabilitation | 3 hr. | 70 | 30 | 100 |
| Paper II: Psychosocial Issues in Disability | 3 hr. | 70 | 30 | 100 |
| Paper III: Rehabilitation Assessment and Counseling | 3 hr. | 70 | 30 | 100 |
| Paper IV: Community Based Rehabilitation | 3 hr. | 70 | 30 | 100 |
| Practical: Rehabilitation Interventions and viva voce | | 70 | 30 | 100 |
| <u>Group - B</u> | | | | |
| Submission of five fully worked-out Counseling record – formulation, type, technique/s and processes of counseling | None | | 100 | 100 |

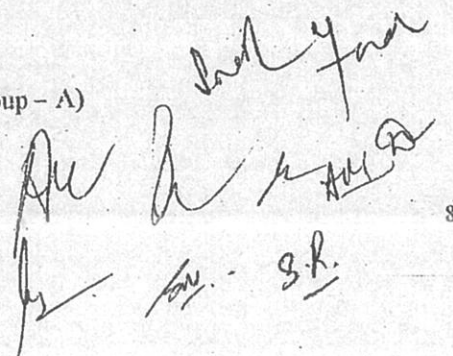
4.12 Board of Examination

The University will conduct the examinations having a board consisting of two examiners of which one shall be an external Rehabilitation/Clinical Psychology faculty appointed for this purpose, and the other shall be an internal Rehabilitation/Clinical Psychology faculty. Both internal and external examiners shall evaluate each theory paper and conduct the practical including viva-voce examination.

4.13 Minimum for Pass

No candidate shall be declared to have passed the course unless he/she obtains not less than 50% of the marks in:

- i) Each of the theory paper (Group - A)
- ii) Practical and viva-voce examination (Group - A)
- iii) Submission (Group - B)



 S.R.

Syllabus

Paper – I : Disability and Rehabilitation

Hours: 60 Hours

- Unit I: Introduction – Overview of the profession, history and growth of rehabilitation field, areas of specialization, current issues and trends in different areas of rehabilitation, magnitude and incidence of disability, cost of disability, major national reports and surveys
- Unit II: Concepts and theory – Impairment, disability and handicap, types and causes of impairments, realms of impairments, concept of functional capacity, coping and well-being, quality of life and its functional domains, content areas, methods of assessment, specific and global indicators of quality of life
- Unit III: Disability and Rehabilitation – Models of disability and rehabilitation, enabling–disabling processes, impact of the physical, social and psychological environments on the enabling–disabling processes, effects of disability on participation, psychosocial theories of adjustment, strategies to enhance adjustment, functional limitations and strategies to reduce and accommodate limitations
- Unit IV: Disability through life-cycle – Specific problems pertaining to each stage of life - childhood, adolescence, young adulthood, middle age, and older adulthood, and adapting strategies
- Unit V: Ethics and policy issues – Rehabilitation ethics, rehabilitation policies and Acts(Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD), assistance, concessions, social benefits and support from government, and voluntary organizations; contemporary challenges, civil rights and legislation, empowerment issues

References:

Book should be of Latest Edition

Encyclopedia of Disability, Gary L. Albrecht, Vol. 1 – 5, Sage Publications, Chicago, 2006

Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995

Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006

Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.

Development and Disability, Lewish, Blackwell Publishers, U.K., 2003

Learning Disabilities: The interaction of students and their environments, Smith, C.R., Allyn and Bacon, Boston, 2004

The handbook of Autism: A guide for parents and professionals, Aarons, M. and Glittens, T., Routledge, New York, 1992

The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India, New Delhi, 1999

Yuker, H. E. (Ed). (1988). Attitudes Toward Persons with Disabilities. New York: Springer Publishing Company.

Dell Orto, A. E., & Marinelli, R. P. (Eds.) (1995). Encyclopedia of disability and rehabilitation. NY: Simon & Schuster Macmillan.

Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.

Jena, S.P.K.(2013). Learning Disabilities: Theory to Practice, New Delhi. Sage Publication

Sagar, R. (Ed.) (2014). Specific Learning Disorder: Indian Scenario. New Delhi: Department of Science and Technology, Govt. of India

Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counselor. New York: Springer Publishing Company.

Paper II : Psychosocial Issues in Disability

Hours: 60 Hours

- Unit I: Stress and Coping Style – Stress due to disability, threat to life and physical well being, body image, independency, autonomy and control, self-concept, self esteem, life goals and future plan, invisible disabilities, marginalization, Denial, regression, compensation, rationalization, emotional reaction – grief, loss, guilt and fear, coping styles and strategies, stages of adaptation and adjustment, factors impeding adjustment to disability and disabling processes, psychological control
- Unit II: Mental health issues – Psychopathological reactions such as anxiety, depression, adjustment problems, other co-existing mental morbidity, emotional and behavioral disorders in children and adolescents, problems related to marital and sexual life, abuse and exploitation, substance use, interventions for mental illnesses
- Unit III: Family issues – Relationship issues with family, problems of families of disabled adults and children, impact of disability on family, family burden, needs of family and models of family adaptation, intervention to strengthening family support to disabled
- Unit IV: Social issues – Societal attitudes toward disabilities, measurement of attitude and strategies for attitude change, social environment, social participation, social interaction, social network and support, disabling factors, prejudice, stigma, discrimination, marginalization, gender disparity
- Unit V: Vocational issues - Career competency, career development issues, work related stress, economic independence, well-being, assistive devices for activities of daily living, mobility aids, at work place, sensory devices, environment modifications and universal designs, needed support system

References:

Book should be of Latest Edition

Mary Ann Bruce and Barbara Borg (2001). *Overview - Psychosocial Frames of Reference*, SLACK, Incorporated, 2001

Dunn, D. S. (2000). Social psychological issues in disability. In R. G. Frank & T. R. Elliott (Eds.), *Handbook of Rehabilitation Psychology*. Washington, D.C.: American Psychological Association.

Wright, B. A. (1983). *Physical Disability: A Psychosocial Approach*, 2nd ed. New York: Harper and Row.

Backman, M. (1989). *The Psychology of the Physically Ill Patient: A Clinician's Guide*. New York: Plenum Press.

Caplan, B., & Shechter, J. (1987). Denial and depression in disabling illness. In B. Caplan (Ed.) *Rehabilitation Psychology Desk Reference*. Aspen Systems Corp.

Cash, T. & Pruzinsky, T. (2002). *Body Image: A Handbook of Theory, Research, and Clinical Practice*. New York: Guilford Publications.

Rohe, D. E. (1998). Psychological aspects of rehabilitation. In J. A. DeLisa & B. Gans (Eds.)

Rehabilitation Medicine: Principles and Practice, 3rd Edition. Philadelphia: Lippencott-Raven, 189-212.

Snyder, C. R. (1999). *Coping: The Psychology of What Works*. London: Oxford Press.

Wortman, C. B., & Silver, R. C. (1989). The myths of coping with loss. *J Consult Clin Psychol*, 57(3), 349-57.

Devy John (1994). *Introduction to Social Psychology*

Ahuja, N. (2011). *A Short Textbook of Psychiatry*. New Delhi: Jaypee Brothers Medical Publishers Pvt. Ltd..

Jahan, M. (2016). *Manasik Rog*. Ahuja Book Company Pvt. Ltd., New Delhi

Singh, R., Yadava, A. & Sharma, N. R. (Eds) (2005). *Health Psychology*. New Delhi: Global Vision Publishing House.

Goreczny, A. J. (Ed) (1995). *Handbook of Health and Rehabilitation Psychology*. New York: Plenum Press.

Paper III : Rehabilitation Assessment and Counseling

Hours: 60 Hours

- Unit I: Assessment – Need for assessment in counseling, assessment-based model for decision making, planning, and implementing individualized interventions, various instruments used for assessing cognitive, learning, behavioral, and emotional functioning, social and emotional development, assessment of perception of the problems and potential to participate and benefit from interventions, and assessing intervention efficacy
- Unit II: Theory and concepts – Definition and goals of rehabilitation counseling, theories and techniques, counselor role, boundaries of confidentiality, ethical guidelines in counseling activities, concept of dual relationships, professional challenges in counseling and conflict resolutions, models, spiritual, culture and gender issues in counseling
- Unit III: Intervention Approaches – Individual counseling approaches viz. non-directive, existential, humanistic, person-centered, cognitive and behavioral counseling, and behavior modification, techniques of remedial training for scholastic/learning problems
- Unit IV: Specific Interventions – Specific intervention for developing social skills, academic skills, assertiveness, anger management, addressing anxiety/mood disorders, assessing family functioning, its strengths and resources, family counseling, crisis intervention
- Unit V: Vocational counseling – Assessment and components of vocational counseling viz. identifying interests, goals and plans, and counseling during the training and job placement processes, scheme related to skill development

References:

Book should be of Latest Edition

Carpener B, (2002). Families in Context, Emerging Trends in Family Support and Intervention, David Fulton Publishers Ltd., London.

Ben-Yishay, Y. & Diller, L. (1993). Cognitive remediation in traumatic brain injury: Update and issues. Archives of Physical Medicine and Rehabilitation, 74, 204-213.

Hansen, S. L., Guenther, R., Kerkhoff, T. & Liss, M. (2000). Ethics: historical foundations, basic principles and contemporary issues. In R. G. Frank & T. R. Elliott (Eds.), *Handbook of Rehabilitation Psychology*. Washington, D.C.: American Psychological Association.

Kerkhoff, T., Hanson, S., Guenther, R., & Ashkanazi, G. (1997). The foundation and application of ethical principles in rehabilitation psychology. *Rehabilitation Psychology*, 42 (1),17-30.

Shewchuk, R., & Elliott, T. (2000). Family caregiving in chronic disease and disability. In R. G. Frank & T. R. Elliott (Eds.), *Handbook of Rehabilitation Psychology*. Washington, D.C.: American Psychological Association

Goodheart, C. & Lansing, M. H. (2001). *Treating People with Chronic Disease: A Psychological Guide*. Washington, D.C.: American Psychological Association.

Meichenbaum, D., & Turk, D. (1987). *Facilitating treatment adherence: A practitioner's guidebook*. New York: Plenum Press.

Radnitz, C. L., Bockian, N., & Moran, A. I. (2000). Assessment of psychopathology and personality in people with physical disabilities. *Handbook of Rehabilitation Psychology*. Eds. Frank, R.G., Elliott, T.R. Washington, D.C.: American Psychological Association. 287-309.

Corthell, D. S. (Ed.) (1997). *Traumatic Brain Injury and Vocational Rehabilitation*. Menomonie, WI: University of Wisconsin- Stout.

Fraser, R. (1991). Vocational evaluation. *Journal of Head Trauma Rehabilitation*, 6, 46-58.

Rao, N., & Kilgore, K. U. (1992). Predicting return to work in traumatic brain injury using assessment scales. *Archives of Physical Medicine and Rehabilitation*, 73, 911-916.

Rohe, D. E., & Athelstan, G. T. (1982). Vocational interests of persons with spinal cord injury. *Journal of Counseling Psychology*, 29 (3), 283-291.

Rohe, D. E., & Athelstan, G. T. (1985). Change in vocational interests after disability. *Rehabilitation Psychology*, 30 (3), 131-143.

Rohe, D. E. & Krause, J. S. (1998). Stability of Interests After Severe Physical Disability: An 11-Year Longitudinal Study. *Journal of Vocational Behavior*, 52, 45-58.

Szymanski, E. M. (2000). Disability and vocational behavior. In R. G. Frank & T. R. Elliott (Eds.), *Handbook of Rehabilitation Psychology*. Washington, D.C.: American Psychological Association

Gladding, S. T. (2014). *Counselling: A comprehensive profession*. Pearson Education Inc. (Published by Dorling Kindersley (India) Pvt. Ltd., Noida for India).

Hough, M. (2014). *Counselling Skills and Theory*. Italy: Hodder Education.

Whiston, S. C. (2009). *Principles and Applications of Assessment in Counselling*. CA: Brooks/Cole Cengage Learning.

Paper IV : Community Based Rehabilitation

Hours: 60 Hours

- Unit I: Goals and Objectives – Definition of CBR, Goals and objectives, key principles - equality, social justice, solidarity, integration and dignity
- Unit II: Components – Creation of a positive attitude, provision of rehabilitation services, education and training opportunities, creation of micro and macro income generation opportunities, provision of long term care facilities, prevention of causes of disabilities and monitoring & evaluation
- Unit III: Role of CBR professionals – As local advocates, liaison and continuity of care, continued supervision of home programs, community initiatives to remove barriers that affect exclusion, advocacy
- Unit IV: Initiatives – Social counseling, training in mobility and daily living skills, community awareness raising, facilitating access to loans, vocational training, information for local self-help groups, contacts with different authorities, school enrolment
- Unit V: Empowerment issues – Approaches for empowering - social mobilization, political participation, communication, self help groups and organization working for persons with disabilities

References:

Book should be of Latest Edition

Helander Einar (1999). Prejudice and Dignity – An Introduction to Community Based Rehabilitation, Second Edition, United Nations Development Program, NY

Community Based Rehabilitation and the health care referral services (1994), World health Organization

Community Based rehabilitation for and with people with disabilities (1994), UNESCO (Special Education) , WHO

Jonsson Ture (1994). Inclusive Education – United Nations Development Program

David Werner. Disabled Village Children: a guide for community health workers, rehabilitation workers families, The Hesperian Foundation, USA.

Einar Helander, Padmani Mendis and Gunnel Nelson. Training disabled people in the Community — a manual on CBR for developing countries, WHO, Switzerland.

Community Based Rehabilitation —Report of a WHO International Consultation, Colombo, Lanka,

Scheme of assistance to Organizations for disabled persons, Ministry of Social Welfare, Govt. of India, New Delhi.

Govt. of India Scholarships for the disabled persons: Ministry of Social Welfare, Govt. of India, New Delhi.

Programmes and Concessions for the disabled persons: Ministry of Social Welfare, Govt. of India, New Delhi.

Einar Helander (1984). Rehabilitation For All: a guide to the management of CBR

M.C. Narasimhan and A.K. Mukherjee. Disability: a Continuing Challenge, Wiley Eastern Ltd.,

Training Manual for Village Rehabilitation Workers, District Rehabilitation Centre Scheme, Ministry of Welfare, Govt. of India published by Wiley Eastern Ltd.

Mrs.Achala Pahwa (Ed.). Manual on Community Based Rehabilitation. Ministry of Social Welfare, Govt. of India.

Pilling, A. (1991). Rehabilitation and Community Care. London: Routledge

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