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 at least 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

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**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**

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<tr>
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<th>100 marks each X 3 papers X 2semesters = 600 marks</th>
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<tr>
<td>Three theory papers in each semester</td>
<td>![Math expression]</td>
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<tr>
<td>One practical paper in first semester and two practical papers in second semester</td>
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<tr>
<td>Project Work</td>
<td>100 marks X 1 paper = 100 marks</td>
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<td><strong>Total</strong></td>
<td><strong>1000 marks</strong></td>
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**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

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.

Unit 1  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

Unit 2  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

Unit 3  - Autism
       - Hanson’s disease
       - Mental illness
       - Cardiac rehabilitation
       - Coping with cancer
       - HIV / AIDS

Unit 4  Incidence, prevalence, causes and prevention of above mentioned various disabilities.

Unit 5  Government schemes and policies
       Legislations: Mental Health Act
               PD Act
               RCI Act
               National Trust Act
References

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

Unit 1 Brain – Behaviour
- Neurons, synapse, neurotransmitters and their functions
- Central nervous system
- Autonomic nervous system, Peripheral nervous system, spinal cord, brain stem.

Unit 2 Cortex – areas and functions
- Cerebral cortex – behaviour & limbic systems – experience
- Sensory, motor, associated cortex

Lobe Functions
Genetics and Disability

B: Sociological Model

Unit 3 Family as a unit of study from rehabilitation point of view
Family Types, Family Dynamics
Marriages, Consanguinity and Disability
Strengthening families

Unit 4 Group as support systems
Group dynamics
Self help groups
Self advocacy movement
Community awareness
Community based rehabilitation

C: Models of Rehabilitation

Unit 5 Models of Rehabilitation:
Medical Model
Psychological Model
Socio-cultural Model
Institutional Model
References

1. Devy John, 1994 – Introduction to Social Psychology
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.

Unit 1 Rehabilitation Psychology: Definition, historical perspective, scope and methods.
Functions of Rehabilitation Psychology

Unit 2 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

Unit 3 Personality development of persons with disabilities
Lifespan development of persons with disabilities
Personality traits and coping styles

Unit 4 Work settings of rehabilitation psychologists
Designing training programmes for rehabilitation psychologists
Training need analysis, implementation of training programmes

Unit 5 Research problems in disability rehabilitation
Research designs
Recent trends in research in rehabilitation psychology

References

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.

Unit 1  Principles of assessment.
Approaches to assessment – norm referenced, criterion referenced, idiometric and nomothetic.
Methods of assessment.

Unit 2  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.

Unit 3  Psychological assessment of: Visually impaired
        Hearing handicapped
        Physically handicapped
        Mentally handicapped
        Learning disabilities

Unit 4  Assessment of Intelligence and cognitive functions.
Developmental assessment.
Neuropsychological assessment.
Assessment of aptitude, interest and special abilities.
Vocational assessment.

Unit 5  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


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.

Unit 1 Definition and basic principles of psychological intervention.
Psychotherapy: Concept and definition.
Role of psychotherapy in the field of disability.
Individual therapy and group therapy.

Unit 2 Types of Psychological Interventions: Psycho analytic therapy
Client-centered therapy
Cognitive Behaviour therapy
Rational – Emotive therapy
Supportive therapy

Unit 3 Augmentative therapy
- psycho drama
- role of play
- art therapy
- yoga & meditation

Unit 4 Behaviour therapy
Theoretical basis of behaviour therapy.
Various forms of behaviour therapy: Relaxation techniques,
Systematic desensitization
Assertive training.
Bio-feedback

Unit 5 Behaviour modification technology
Role of reinforcement in behaviour modification.
Behaviour modification techniques to decrease undesirable behaviour.
Behaviour modification techniques to increase desirable behaviours.
References

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


SYLLABUS FOR PRACTICALS


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.


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.