

**Central University of Haryana**  
**Department of Psychology**  
**Scheme and Syllabus**  
**P.G. Diploma in Rehabilitation Psychology**

**STRUCTURE OF PROGRAMME**

Type of Course	Course Title	Course Code	L	T	P	Credits
<b>Semester-I</b>						
Core	Disability and Rehabilitation	SHSS PSY 04 01 01 C 4105	4	1	0	5
Core	Psychosocial Issues in Disability	SHSS PSY 04 01 02 C 4105	4	1	0	5
Core	Practical-Rehabilitation Interventions and Viva Voce (Vocational Training for One Special Need Children)	SHSS PSY 04 01 03 C 0055	0	0	5	5
						Total Credits:15
<b>Semester-II</b>						
Core	Rehabilitation Assessment and counseling	SHSS PSY 04 02 04 C 4105	4	1	0	5
Core	Community Based Rehabilitation	SHSS PSY 04 02 05 C 4105	4	1	0	5
Core	Internship	SHSS PSY 04 02 06 C 0505	0	5	0	5
						Total Credits:15

**Paper-I**

**Disability and Rehabilitation**

SHSS PSY 04 01 02 C 4105

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**

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

SHSS PSY 04 01 02 C 4105

**Hours: 60 Hours**

**Unit-I**

Stress and Coping Style – Stress due to disability, threat to life and physical wellbeing, 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**

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

### **Paper-III**

#### **Practical**

**SHSS PSY 04 01 03 C 0055**

Rehabilitation Interventions and Viva Voce (Vocational Training for One Special Need Children)

#### **Internal Assessment of Semester-I**

In each subjects of Group – A, 30% marks shall be determined on the basis of two internal exams (theory and practical), each conducted for 50 marks. The marks so obtained are added to the marks allocated to the respective subjects in the final examinations. The results of the final examinations will be declared on the basis of the total so obtained.

**Semester-II**  
**Paper IV**  
**Rehabilitation Assessment and Counseling**

SHSS PSY 04 02 04 C 4105

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**

- Carpener B, (2002). Families in Context, Emerging Trends in Family Support and Intervention, David Fulton Publishers Ltd., London.
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- Goodheart, C. & Lansing, M. H. (2001). *Treating People with Chronic Disease: A Psychological Guide*. Washington, D.C.: American Psychological Association.
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- Whiston, S. C. (2009). *Principles and Applications of Assessment in Counselling*. CA: Brooks/Cole Cengage Learning.

## **Paper-V**

### **Community Based Rehabilitation**

SHSS PSY 04 02 05 C 4105

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**

- 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 (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

**Paper-VI**  
**Internship**  
**SHSS PSY 04 02 06 C 0505**

Submission: Five fully worked-out Rehabilitation Counseling Records which include case formulation, problem areas elicited, type and technique/s employed to resolve the problems, and the processes of counseling. Out of five records, two shall be related child cases including one from multiple disabilities.

Minimum prescribed clinical work during the training.

By the end of I year

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1) Assessment & workup of client and/or family	25
2) Counseling of persons and/or family with disability	25

(Out of 25 cases 5 shall be related to children)

**Internal Assessment of Semester-II**

In each subjects of Group – A, 30% marks shall be determined on the basis of two internal exams (theory and practical), each conducted for 50 marks. The marks so obtained are added to the marks allocated to the respective subjects in the final examinations. The results of the final examinations will be declared on the basis of the total so obtained.