

Course Name: Rehabilitation Psychology
Program in which it is offered: B.Sc. (H) in Applied Psychology

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| Course Category: Elective | Schedule of Offering: Semester- 6 |
| Course Credit Structure: 6 | Course Code: XXX |
| Total Number of Hours: 6 | Contact hours per week: 4 |
| Lecture: 4 | Practical: 2 |
| Last Revision Year: NA | Instructor: TBA |

Introduction

This course introduces rehabilitation psychology as a profession and practice. In its progression, this course reviews the trajectory of the emergence and progression of rehabilitation psychology and stretches to the ethical and legal aspects surrounding rehabilitation practice. The different psychological models with which rehabilitation is captured and the vital components of rehabilitation process are discussed. An examination of the ways with which people react to their disability and the major factors influencing reactions to disability are explored. Finally, rehabilitation process with special populations is examined.

Objectives

To make the students:

1. Understand rehabilitation psychology as an independent applied field of psychology and know the history and progression of rehabilitation psychology, and also its current status across the world.
2. Understand the legal and ethical issues involved in the practice of rehabilitation psychology and also develop a few fundamental skills required to practice rehabilitation psychology in accordance with legal and ethical prescriptions.
3. Understand and analyse various psychological models of rehabilitation practice and evaluate the scope of these models in the rehabilitation process of different populations.
4. Understand responses to disability and chronic illness by persons having chronic illness and/or disability and analyse their implications for rehabilitation.
5. Understand the factors influencing responses to disability and synthesise the manner by which responses to disability are shaped by various factors.
6. Understand rehabilitation as a multistage process and carry out certain functions in the domains of case history taking; assessment; rehabilitation programme planning, consultancy and service coordination; case and caseload management; and vocational rehabilitation and develop few skills in these areas.
7. Understand rehabilitation process in certain clinical contexts and develop certain skills to assist rehabilitation professionals working in those clinical contexts.

Course Outcomes

On completion of this course, students would be able to:

1. Depict rehabilitation psychology as an applied branch of psychology and explain its history and progression and also describe the current status of rehabilitation psychology across the world.
2. Describe the ethical and legal standards to be followed in the practice of rehabilitation psychology and follow those standards in their professional practice.
3. Describe and analyse various psychological models of rehabilitation practice and evaluate their relative importance in the rehabilitation process of different populations.
4. Explain different responses to disability and chronic illness by persons having chronic illness and/or disability and identify their implications for rehabilitation.
5. Identify the factors influencing responses to disability and synthesise the manner by which responses to disability are shaped by various factors.
6. Describe rehabilitation as a multistage process and carry out certain functions in the domains of case history taking; assessment; rehabilitation programme planning, consultancy and service coordination; case and caseload management; and vocational rehabilitation.
7. Explain rehabilitation process typical to certain clinical contexts and assist rehabilitation professionals working in those clinical contexts.

PO-CO Mapping

| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|---------------|-----|-----|-----|-----|-----|-----|
| CO1 | X | X | | X | X | |
| CO2 | X | X | X | X | X | |
| CO3 | X | X | | X | X | |
| CO4 | X | X | | X | X | |
| CO5 | X | X | | | X | |
| CO6 | X | X | X | X | X | |
| CO7 | X | X | X | X | X | |

Pedagogy

The pedagogy includes interactive lectures by regular and expert visiting faculty; individual learning such as guided reading, term papers, case studies, problem solving exercises, experience sharing exercises, reflections, etc.; collaborative learning such as group discussions, field visits, field observation, field study reporting, case analysis, cross case comparisons, video reviews, etc.

Modules

Module 1: Introduction to Rehabilitation Psychology (Lecture: 6 hrs.; Practical: 3 hrs.)

- What is rehabilitation?
- What is rehabilitation psychology?
- History of rehabilitation psychology: milestones in the field of rehabilitation psychology, rehabilitation psychology around the world

Reading

1. Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (Eds.). (2019). *Handbook of Rehabilitation Psychology* (3rd Ed.). Washington, Dc: American Psychological Association.
2. Frank (R. G., & Elliott, T. R. (Eds.). (2000). *Handbook of Rehabilitation Psychology*. Washington DC: American Psychological Association.
3. Golden, C. J. (1984). *Current topics in rehabilitation psychology*: Grune & Straton, London.
4. Kennedy, P. (2012). *The oxford handbook of rehabilitation psychology*. Oxford: Oxford University Press.

Activities

1. Interactive lectures.
2. Individual learning, and essay writing.
3. Collaborative learning: group discussion, and group compilation.

Module 2: Legal and Ethical Aspects in Rehabilitation (Lecture: 6 hrs.; Practical: 3 hrs.)

- Legal and ethical standards in rehabilitation practice
- Commission of Rehabilitation Counsellor Certification (CRCC): Code of Professional Ethics
- UN Convention on the Rights of Persons with Disabilities
- RCI- The Rights of Persons with Disabilities Act - 2016
- Rehabilitation Council of India Act of 1992/Amendment 2000

Reading

1. Commission on Rehabilitation Counselor Certification (2016). *Code of professional ethics for rehabilitation counsellors*. Illinois: Author. www.crc certification.com
2. The Rehabilitation Council of India (2000). *Rehabilitation Council of India Act of 1992/Amendment 2000*. New Delhi: Author.
3. The Rehabilitation Council of India (2016). *Rights of Persons with Disabilities Act, 2016*. New Delhi: Author.
4. UN (2006). *United Nations convention on the rights of persons with disabilities*. New York: Author. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Activities

1. Interactive lectures.
2. Individual learning, and essay writing.
3. Collaborative learning: group discussion, and group compilation.

Module 3: Psychological Models in Rehabilitation Psychology (Lecture 10 hrs.; Practical: 4hrs.)

- Biopsychosocial model
- International classification of functioning, Disability, and Health (ICF)

- Behaviourism
- Psychoanalytic theory
- Social psychology
- Neuro psychology
- Cognitive-behaviour theory

Reading

1. Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (Eds.). (2019). *Handbook of Rehabilitation Psychology* (3rd Ed.). Washington, Dc: American Psychological Association.
2. Frank (R. G., & Elliott, T. R. (Eds.). (2000). *Handbook of Rehabilitation Psychology*. Washington DC: American Psychological Association.
3. Golden, C. J. (1984). *Current topics in rehabilitation psychology*: Grune & Stratton, London.
4. Kennedy, P. (2012). *The oxford handbook of rehabilitation psychology*. Oxford: Oxford University Press.

Activities

1. Interactive lectures.
2. Individual learning, and essay writing.
3. Collaborative learning: group discussion, and group compilation.

Module 4: Adjustment to Chronic Illness and Disability (Lecture: 10 hrs.; Practical: 5 hrs.)

- The individuals' responses to chronic illness and disability and their implications for rehabilitation
 - Theories: Beatrice Wright, Carolyn Vash, Kubler Ross
- Factors impacting individuals' response to disability
 - Factors in the disability
 - Factors in the environment
 - Factors in the individual
- Interaction between the individual and societal factors in shaping disability experience
- Negative and positive responses to disability

Reading

1. Kennedy, P. (2012). *The oxford handbook of rehabilitation psychology*. Oxford: Oxford University Press.
2. Rubin, S. E., & Roessler, R. T. (Eds.) (2001). *Foundations of the vocational rehabilitation process* (5th Ed.). Texas: Pro.ed.
3. Smart, J. (2001). *Disability, society and the individual*. Maryland: Aspen Publishers, Inc.
4. Vash, C. L. & Crewe, N. M. (2004). *Psychology of disability* (2nd Ed.). New York: Springer Publishing Company.

Activities

1. Interactive lectures.
2. Individual assignment: guided reading, case study, reflections, and essay writing.
3. Collaborative learning: group discussion, video reviews, and group compilation.

Module 5: The Rehabilitation Process

(Lecture: 18 hrs.; Practical: 8 hrs.)

- Team approaches to rehabilitation
- Psychologist in rehabilitation professionals' team
- Psychological assessment and rehabilitation programme planning
- Consultancy and service coordination in rehabilitation
- Case and caseload management in rehabilitation
- Vocational rehabilitation

Reading

1. Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (Eds.). (2019). *Handbook of Rehabilitation Psychology* (3rd Ed.). Washington, Dc: American Psychological Association.
2. Frank (R. G., & Elliott, T. R. (Eds.). (2000). *Handbook of Rehabilitation Psychology*. Washington DC: American Psychological Association.
3. Golden, C. J. (1984). *Current topics in rehabilitation psychology*: Grune & Straton, London.
4. Kennedy, P. (2012). *The oxford handbook of rehabilitation psychology*. Oxford: Oxford University Press.
5. Rubin, S. E., & Roessler, R. T. (Eds.) (2001). *Foundations of the vocational rehabilitation process* (5th Ed.). Texas: Pro.ed.

Activities

1. Interactive lectures.
2. Individual assignment: guided reading, case history taking, rehabilitation assessment, reflections, and term paper.
3. Collaborative learning: IWRP development, group discussion, case study, cross case comparisons, and group compilation.

Module 6: Rehabilitation in Clinical Contexts (Lecture: 10 hrs.; Practical: 6 hrs.)

- Stroke and rehabilitation
- Traumatic brain injury and rehabilitation
- Persistent and chronic pain and rehabilitation
- Limb amputation and rehabilitation

Reading

1. Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (Eds.). (2019). *Handbook of Rehabilitation Psychology* (3rd Ed.). Washington, Dc: American Psychological Association.
2. Frank (R. G., & Elliott, T. R. (Eds.). (2000). *Handbook of Rehabilitation Psychology*. Washington DC: American Psychological Association.
3. Golden, C. J. (1984). *Current topics in rehabilitation psychology*: Grune & Straton, London.
4. Kennedy, P. (2012). *The oxford handbook of rehabilitation psychology*. Oxford: Oxford University Press.
5. Rubin, S. E., & Roessler, R. T. (Eds.) (2001). *Foundations of the vocational rehabilitation process* (5th Ed.). Texas: Pro.ed.

Activities

1. Interactive lectures.
2. Individual assignment: guided reading, case history taking, rehabilitation assessment, reflections, and term paper.

3. Collaborative learning: IWRP development, group discussion, case study, cross case comparisons, and group compilation.

References

1. Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (Eds.). (2019). *Handbook of Rehabilitation Psychology* (3rd Ed.). Washington, Dc: American Psychological Association.
2. Commission on Rehabilitation Counselor Certification (2016). *Code of professional ethics for rehabilitation counsellors*. Illinois: Author. www.crc certification.com
3. Frank (R. G., & Elliott, T. R. (Eds.). (2000). *Handbook of Rehabilitation Psychology*. Washington DC: American Psychological Association.
4. Golden, C. J. (1984). *Current topics in rehabilitation psychology*: Grune & Straton, London.
5. Kennedy, P. (2012). *The oxford handbook of rehabilitation psychology*. Oxford: Oxford University Press.
6. Kundu, C., L. (2003). *Status of disability in India*. New Delhi: Rehabilitation Council of India.
7. Rubin, S. E., & Roessler, R. T. (Eds.) (2001). *Foundations of the vocational rehabilitation process* (5th Ed.). Texas: Pro.ed.
8. Smart, J. (2001). *Disability, society and the individual*. Maryland: Aspen Publishers, Inc.
9. The Rehabilitation Council of India (2000). *Rehabilitation Council of India Act of 1992/Amendment 2000*. New Delhi: Author.
10. The Rehabilitation Council of India (2016). *Rights of Persons with Disabilities Act, 2016*. New Delhi: Author.
11. UN (2006). *United Nations convention on the rights of rersons with disabilities*. New York: Author. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
12. Vash, C. L. & Crewe, N. M. (2004). *Psychology of disability* (2nd Ed.). New York: Springer Publishing Company.
13. World Health Organization. (2000). *International classification of functioning, disability and health*. Retrieved from http://www.who.int/classifications/icf/icf_more/en/

Continuous and Comprehensive Evaluation

BSc (H) Applied Psychology programme follows a continuous and comprehensive evaluation system with multiple components so as to make sure that each student is evaluated against the learning objectives set at the beginning of the course work. The following scheme of evaluation would be used:

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| 7. Attendance, punctuality, class participation, and in-class contribution | 5% |
| 8. Individual assignments | 25% |
| 9. Group assignments | 15% |
| 10. Mid-term Examination | 20% |
| 11. End Term Exam | 35% |
| 12. Total | 100% |