

POST GRADUATE DIPLOMA IN DEVELOPMENTAL THERAPY

Course Details 2011-2012 (Revised)

SCHOOL OF REHABILITATION SCIENCES
ACTION FOR ABILITY DEVELOPMENT AND INCLUSION
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1. OVERALL AIM AND SKILLS

Aim

To develop a disability professional to enhance participation and address barriers to inclusion for person with disability in society.

To train the above professional to work as a facilitator to increase opportunities that demonstrates the capacities of children with disabilities during the school going years.

1.2 SKILLS OF AN ENTRY-LEVEL PROFESSIONAL

1. Uphold the perspectives of social justice & equality.
2. Demonstrate the application of values of respect, dignity, non-discrimination, participation, choice making and inclusion in work with persons with disability
3. Apply the in-depth knowledge gained of different sensory, physical, speech, language, communication, intellectual, mental and multiple impairments and of health conditions in identifying difficulties faced by children with impairments within the school and in the community.
4. Perform a comprehensive assessment of the capacities, limitations & functioning of children with impairments including an assessment of barriers and facilitators that hinder and enhance full and effective participation of children in school.
5. Perform specific assessments in the areas of mobility, self-care, sensation, speech, language & communication to identify the impact of impairment on these areas and to identify and address barriers specific to each area.
6. Recognize the evolving capacities of children with disabilities in different domains with an emphasis on movement, self-care, communication and promoting responsible behavior & identify opportunities and suggest techniques within the school so that such capacities can evolve.
7. Apply specific techniques to facilitate development of mobility skills in the areas of changing and maintaining body positions; carrying, moving and handling objects; walking and moving & moving around using transportation.
8. Apply specific techniques, individualized support and reasonable accommodations for the domain of self-care for the areas of washing oneself, caring for body parts, toileting, dressing, eating, drinking and looking after one's health and safety towards participation in life during school going ages.
9. Appropriately use technology in communication, including augmentative and alternate communication and technology in movement, self care, learning and applying knowledge & recreation towards participation in all aspects of school life within and outside the classroom including physical education, sports, art, craft, music and dance.

10. Recognize and address risks including health risks associated with different impairments and suggest ways to address these risks and ensure continued participation of the child in school.
11. Facilitate participation of the person with disability in all aspect of school life by challenging the barriers that they are facing through advocacy and self-advocacy, training and capacity building, information dissemination and awareness raising.
12. Apply principles of universal design to the school building, playgrounds, classrooms, toilets and school furniture & make appropriate recommendations.
13. Apply professional ethics, human values and demonstrate skills of a reflective practitioner

2. ELIGIBILITY CRITERIA

Qualification: Bachelor's degree in any subject from a recognised University with a minimum 45% mark, with Science at the Senior Secondary Level in School

Government norms applicable for SC / ST / OBC and persons with disability.

3. INTAKE CAPACITY:

Maximum 20 students per academic year

FEE STRUCTURE

I College

- Course Fee : Rs. 2000/- annually
- Library Fee : Rs. 1000/-
- College Development fee : Rs. 2000/-
- Teaching Material : Rs. 3000/-
- Library deposit : Rs. 500/- (refundable)

Rs. 8500/-

II University

- University Development Fee : Rs. 300/-
- University Enrolment Fee : Rs. 200/-
(for migrating students)

OR

Re-enrolment Fee : Rs. 50/-
(for D.U. students)

OR

- University Examination Fees : Rs. 1,600/- (800/- per Semester)
- Practical Exam : Rs. 200/-

* In case of withdrawal, only the University Examination Fees and Library deposit are refundable.

Govt. Stipend available to every student: Rs. 300/- per month (for 10 months)

4. ADMISSION PROCEDURE

Admission to the Post Graduate Diploma in Developmental Therapy is open to Graduates as mentioned in the ELIGIBILITY CRITERIA. Students are selected through systematic admission procedure consisting of written test, panel interview and group discussion. Aptitude for work in the field of disability and development, communication and inter personal skills are emphasised.

5. MEDIUM OF INSTRUCTION – ENGLISH

The course is conducted mainly in English. However, the students have the flexibility to use some Hindi words while writing their answers in the examinations.

6. DURATION OF THE COURSE

One academic year and three months internship.

Academic Year:

The academic year, which extends from July to May, is divided into two semesters. The First semester finishes at the end of December and the Second semester culminates in May. The three-month internship extends from July to September.

7. MINIMUM ATTENDANCE REQUIRED

80% attendance is compulsory in theory and practical, as well as fieldwork. Four late comings will be considered as one-day leave.

8. COURSE STRUCTURE:

TOTAL HOURS OF THE COURSE: 1300

8.1. Theory and Practical

<i>Semester I</i>	Hours
Perspectives on Social Justice and Inclusion	100
Evolving Capacities Of People Across Life Span	100
Impairments & Reasonable Accommodation: Physical Impairments And Health Conditions- Functioning, Opportunities And Participation Across Life Stages	100
Impairments & Reasonable Accommodation: Sensory; Speech, Language & Communication; Intellectual; Mental And Multiple Impairments- Functioning, Opportunities And Participation Across Life Stages	100

Semester II

	Comprehensive Assessment & Interventions For Participation	100
	Specific Assessments & Interventions For Participation	100
	Orientation To Action Research And Reflective Practice	100
	Total Hours (Theory 450 hrs & practical 250 hrs)	700
9.2.	Field/ Block Placement	
	• Programme Placement I	70
	• Programme Placement II	70
9.3.	Case Study	80
9.4.	Trip to Community Based Rehabilitation Programme	20
9.5.	Internship (10 weeks)	360
	Total Hours	600

10. PERIODIC EVALUATION

10.1. Scheme of Examination

		Internal Evaluation	Examination
<u>Evaluation of Papers</u>			
<i>Semester I</i>			
Paper I.	Perspectives on Social Justice and Inclusion	40	60
Paper II.	Evolving Capacities Of People Across Life Span	40	60
Paper III.	Impairments & Reasonable Accommodation: Physical Impairments And Health Conditions- Functioning, Opportunities And Participation Across Life Stages	40	60
Paper IV.	Impairments & Reasonable Accommodation: Sensory; Speech, Language & Communication; Intellectual; Mental And Multiple Impairments- Functioning, Opportunities And Participation Across Life Stages	40	60
<i>Semester II</i>			
Paper V.	Comprehensive Assessment & Interventions For Participation	40	60
Paper VI.	Specific Assessments & Interventions For Participation	40	60
Paper VII.	Orientation To Action Research And Reflective Practice	40	60
Total :		280	420
Total Marks (A)			700

	Internal Evaluation	Examination
B. <u>Practical Evaluation</u>		
B.1 Practical Examination and viva-voce	200	
B.2 Internal Evaluation		
<i>Semester I</i>		
• Programme Placement Evaluation (I)	50	
<i>Semester II</i>		
• Programme Placement Evaluation (II)	50	
• Case Study	100	
B.3 Internship Evaluation	200	
	400	200
Total Marks (B)		600
Grand Total (A+B)		1300

10.2. Minimum passing marks/ percentage/ grade

- A percentage of 40 and above in theory and 50 and above in practical examination will be considered as pass. An overall percentage of 45 and above will be considered as pass.
- A percentage of 50 and above will be considered as pass with Second Division.
- A percentage of 60 and above will be considered as pass with First Division.
- A percentage of 70 and above will be considered as pass with First Division with distinction.

10.3. Provision of supplementary exams

If a student fails in up to 3 theory papers / practical examinations, he/she will be allowed to reappear for the same in the corresponding semester of the following academic year. Those who fail in more than 3 theory papers/ practical examinations in any semester he/she will be considered as having failed the semester and would have to discontinue with course.

Re-examination fee - Rs. 400/- per paper.

The student is allowed to complete the course within 2 years in case he/she drops out of the course.

11. AWARD OF DEGREE/ PG DIPLOMA/ DIPLOMA/ CERTIFICATE

The successful candidates will be awarded a **Post Graduate Diploma in Developmental Therapy** awarded by the University of Delhi at a Valedictory Event.

12. SRS INFRASTRUCTURE

12.1. Space-Lecture and Practical Placements

- Lecture rooms – 2
- Reading room – 1
- Educational Programme of AADI (Individual/Group sessions in Inclusive and Specific settings)
- Care Plan Programme
- Adult (DOR) and Inclusive Opportunities Programmes
- Rural Community Based Programme
- Other NGOs and Institutions in the field of disability

12.2. Library

SRS has one of the best equipped libraries in the area of disability and development. Well stocked with over 3000 books and various journals on disability and allied disciplines, the library is an excellent resource bank for its students.

- Specialized books on Understanding disability from a Bio-Psycho – Social perspective, Disability Legislations, Advocacy, Universal Design Assistive Technology, Impairments, ICF, Human Development across the life span, Anatomy and Physiology, Physio therapy and Occupational therapy, Inclusion, Barrier free Environment, General Education & Special Education and Other Issues related to disability and development.
- Handouts and journal extracts on recently researched topics.
- Subscription to Journals
- Audio – visual aids (Video – films, CDs)

12.3. Training Equipment

- Skeleton, model of the brain, anatomical charts and models of systems of the human body
- Individual Bones of the Human Body
- Overhead Projector
- TV/VCR
- Handy Camcorder
- LCD Projector
- Tape-recorder
- Therapy equipment (bolsters, mats, plinth, goniometer etc.)
- Assistive and orthotic devices
- Postural aids
- Communication aids

- Teaching aids
- Hearing aids/audiometer
- Simulation glasses
- National Resource Centre (Sambhav) : Aids to assist in Independent living across life domains eg, kitchen equipment, modified wardrobe, aids for play and recreation, accessible toilets

12.4. Assessment / Intervention Tools

- Ages & Stages Questionnaire
- International Classification of Functioning, Health & Disability (ICF)
- Individual Care Plan Tool
- Movement Assessment Tool(functional tool)
- Index to inclusion(modified to Indian context)
- Physical Access audit tool with plan of action for increasing access and removing barriers
- Current formal and informal assessment tools

13. HOSTEL FACILITY

Hostel facility is available for 14 students. Preference is given to outstation candidates. Fully equipped kitchen and cook is provided to prepare the meals. Hostel charges – Rs. 450/- per month.

14. TRAINING METHODOLOGY

Lectures and Demonstrations

These will be a considerable part of the academic component. They will be interactive and students will be encouraged to participate fully through questions and discussions. During lectures there will be sharing of case-studies and practical demonstration with persons with disabilities.

Discussions based on Book/article reviews & Film reviews

There will be periodic discussions based on articles and books given to the students to read, relevant to the course curriculum at that stage. Similarly discussions on films highlighting issues related to disability and human development will be an integral part of the teaching methodology.

Workshops

Students will participate in workshops and panel discussions on sharing of personal experiences by people with disability / caregivers / family members and on human rights & values. Discussions based on these workshops are reflective and thought provoking. The interactions with and observation of children with and without disabilities will help students gather information on developmental domains,

capacities, limitations and intervention. These will be organized to enable students to have interactive discussions on issues related to disability with the panelists who would represent a wide spectrum of experiences.

Role Play

Students will engage in role play to sensitize themselves to real life situations and to develop effective communication skills.

Peer Group Learning

Through presentations, discussions and group work students will learn from each other.

Tutorials

These will be held as and when required on individual or group basis. The students will do Self learning and in groups during the tutorials.

Formal observation and Practical Learning

There will be a strong emphasis on practical learning in the course. Students will be required to observe individual and group sessions conducted by trained personnel with the aim of developing various skills like assessment, training of abilities, counselling etc.

Programme Placement

Students will be placed under the supervision of therapists/special educators in all AADI's Institution based and Community Based Programmes. They will gain direct experience with persons with disability to learn assessment, abilities training/teaching skills.

Internship

A 10 week internship is organised at the end of the academic year. This period allows maximum opportunity for students to work independently and refine the skills acquired during the course. This practical knowledge, allows the students to work effectively with persons with disability and on community issues.

Study Tour / Visits

A Study tour is organized for students to community development projects in different regions of India to provide exposure to community based development and rehabilitation work. Visits to other organisations / institutions working with people with disabilities in Delhi and neighbouring areas are also organised.

Reflective Journal

At different points during the course, students will maintain a reflective journal on their experiences, learning and growth during the year. The journal will help challenge mindsets and stereotypes and reinforce the value framework.

Assignments

There are a number of assignments including essays, take home work sheets, and assignments in class which help consolidate the learning for different units in different papers. These will be done either individually or in small groups.

Case Study

An in depth study of a domain area towards developing tools, equipment or reference manuals towards creating a barrier free environment.

15. COURSE SYLLABUS

PAPER I: PERSPECTIVES ON SOCIAL JUSTICE AND INCLUSION

Total Hours: 100
Practical: 50
Theory: 50
Marks: 100
Internal Assessment: 40
Examination: 60

Learning Outcomes:

1. Learners will develop perspectives on social justice and view people including people with impairments as equals.
2. Learners will also be able to understand the interface between social stigma, other forms of barriers and marginalization.
3. Learners will be able to develop a working knowledge of values of respect, dignity, non discrimination, participation, choices, and inclusion.

Unit 1. Human Rights Perspective

20 hours

- **Human Diversity**
 - Definition of diversity ,similarities and differences in humankind, factors contributing to diversity
 - Diversity and ecological balance
- **Human rights, violation of rights and costs of marginalization**
 - Understanding rights, different kinds of rights, rights and duties
 - Basic understanding of the constitution and legal statutes and procedures
 - History of marginalization, marginalized groups and impact of violation-
An overview
- **Principles of Non-Discrimination, Equality & Equity**
 - Definition and understanding of the principles of non-discrimination, equality and equity
 - Relationship between non-discrimination and equality, equality and equity
- **Duty bearer: role and duties of duty bearer**
 - Constitutional provisions for protection of rights, State as a duty bearer
 - Self as a duty bearer, responses of self as duty bearer in situations of risk, crises/emergency

- **Quality of Life**
 - Concept of quality of life, dimensions of quality of life
 - Linking quality of life and participation

- **Social Model of Disability**
 - Overview of different approaches to disability and development
 - Barriers and facilitators to inclusion
 - Rights Based Approach

Unit 4. Understanding Self

20 hours

- **Challenging stereotypes and judgments**
 - Social factors influencing mindsets and attitudes
 - Impact of stereotypes and judgments on social inclusion
 - Understanding one's own attitudes

- **Leadership skills**
 - Qualities and skills of a leader
 - Difference between a manager and a leader
 - Knowing one's own skills

- **Professional ethics**
 - Understanding qualities and skills of a professional
 - Understanding ethical guidelines

- **Personal growth**
 - Understanding self
 - Factors influencing personal growth, including professional growth
 - Locus of control for self growth

PAPER II: EVOLVING CAPACITIES OF PEOPLE ACROSS LIFE SPAN

Total Hours:	100
Theory:	60
Practical:	40
Marks:	100
Internal Assessment	40
Examination:	60

Learning Outcomes:

1. The learners will understand that capacities in all life domains evolve across the lifespan from infancy to old age
2. They will learn that these capacities are inherent and influenced largely by the barriers and facilitators in the environment
3. The learners will acknowledge impairment as part of human diversity.
4. They will understand basic human anatomy and physiology and its link to developmental domains.

Unit 1. Introduction to Human Development 20 Hours

- **Overview of Growth & Development**
 - Principles of human development
 - Theories of human development
 - Stages of human development -infancy; childhood; adolescence; adulthood and old age and evolving capacity across each stage
 - Understanding diversity as part of development
- **Evolving capacities**
 - Understanding Capacities
 - Factors/Situations that undermine capacities
 - Factors/Situations that help realize capacities
 - Understanding impairment as part of diversity
- **Interrelationship between development domains in each life stage**
 - Understanding developmental domains at each life stage(sensory, cognitive, perceptual ,movement, communication, social-emotional, self care)
 - Inter linkages between the developmental domains

- Understanding Significant Events at each life stage
- Impact of events on Growth & Development

Unit 2. Human development across domains: 60 Hours

- **Structure and Function of the Human Body, Body systems and its link to developmental domains**
 - Introduction to the Body systems their functions and linking it to body functions like movement, communication, internal transport, elimination of body waste etc.
 - Anatomical Terminology, movements and planes of the body
 - Structure and function of major body systems – Nervous system, Musculo-skeletal system, sensory system, speech system, endocrine, respiratory, circulatory, and urogenital
 - Changes in Human Body across the life span

- **Significance and Process of development of each domain:**
 - Perceptual development & perceptual process
 - Development of mobility
 - Development of speech
 - Cognitive development
 - Language & communication
 - Social emotional development
 - Development of skills in self care

- **Overview of theories underpinning the domains and their implications on development**
 - Theories of Development of Movement
 - Theories of Cognitive Development
 - Theories of Personality development
 - Theories of Social Emotional Development

Unit 3. Understanding autonomy, opportunities and support required for participation in living life across life stages 10 Hours

- **Growth and development in relation to dependency - autonomy – interdependence - dependency aspects in each life stage**
 - Understanding process of decision making (micro skills and decision making)
 - Understanding risks.
 - Informed decision making
 - Difference between unwise decisions and risky decisions
 - Understanding safeguards
 - Difference between protection and letting go

- **Balance between independence and interdependence**
 - Understanding legal capacity
 - Process of supported decision making versus substituted decision making
 - Understand the principle of best interest of the child and evolving capacity of the child
- **Life skills (self care, domestic life skills, interpersonal relationships and others)**
 - Understanding life skills
 - Impact of impairments or other vulnerabilities on life skills
 - Linking participation and autonomy to using life skills in daily living
 - Link between acquisition of life skills and support measures

Unit 4. Impact of environment on the capacities at each life stage

10 Hours

- **Different kinds of environments (physical, psychological, social-emotional)**
 - Understanding Physical Environment
 - Understanding Psychological Environment
 - Understanding Social- Emotional Environment
- **Opportunities in environment**
 - How people grow in different environments
 - Human Resilience
- **Importance of environment change during each life stage**
 - Impact of adverse environmental conditions on people
 - Shadows of childhood into adulthood
- **Impact of environment on development and learning with specific reference to marginalized groups**
 - Adverse environments and marginalized groups
 - Opportunities enhancing Participation
 - Peer support and strengthening relations

PAPER III: IMPAIRMENTS & REASONABLE ACCOMMODATION: PHYSICAL IMPAIRMENTS AND HEALTH CONDITIONS- FUNCTIONING, OPPORTUNITIES AND PARTICIPATION ACROSS LIFE STAGES

Total Hours: 100
Practical: 25
Theory: 75
Marks: 100
Internal Assessment: 40
Examination: 60

Learning Outcomes:

1. The learners will understand the definition, etiology, diagnosis, incidence, features, risks and evolving capacities associated with different physical impairments and health related conditions.
2. They will understand the capacities and limitations of the impairment and the impact on life-domains such as mobility, communication, learning and self-care.
3. They will understand transitions through different life stages and the impact of impairment on transitions.
4. They will understand the role of reasonable accommodation and individualized support for specific impairments especially in the school context.

Unit 1. Introduction to Impairments

15 Hours

- **Framework for identifying impairments**
 - Bio-Psycho-Social Model
 - Overview & Classification of Impairments in different categories- Physical Impairments, Health Conditions, Sensory Impairments, Speech, Language & Communication Impairments, Intellectual Impairments, Mental Impairments & Multiple Impairments
- **International Classification of Functioning (ICF)**
 - Introduction to the ICF and its components- Body Structure & Function, Activities and Participation & Environmental Factors
 - Life Domains of Participation: Learning and Applying Knowledge, General Tasks and Demands, Communication, Mobility, Self-care, Domestic Life, Interpersonal Interactions & Relationships, Major Life Areas & Community, Social & Civic Life.
- **Causes of Impairments : Medical & Socio-Economic Factors**
 - Common causes of impairment such as genetics, maternal health, poverty, malnutrition, war, infections, trauma, idiopathic etc.
- **The social impact of living with Impairments**

- Peoples experiences of having an impairment
- Experiences of family members
- Social attitudes, Beliefs and Myths towards impairment

Unit 2. Medical & Social Aspects of Different Impairments 55 Hours

- **Definition, Etiology, Diagnosis, Incidence, Features, Risks and Evolving Capacities associated with different Impairments**
 - Physical Impairments- Cerebral Palsy (pure motor impairment), Neural Tube Defects, Hydrocephaly, Muscular Dystrophy, Polio, Leprosy, Ataxia Telangectasia, Tuberous Sclerosis, Friedrich's Ataxia, Rickets, Arthritis, Arthrogyphosis, Osteogenesis Imperfecta, Infections of Bones and Joints, Congenital Talipes Equino Varus and Flat Foot, Congenital Dislocation of Hip, Erb's Palsy, Injection Palsy, Traumatic Brain Injury in Children, Spinal Cord Injury in Children
 - Health Conditions- Epilepsy, Tuberculosis, Malnutrition, Blood and Metabolic disorders, HIV infection and Acquired Immune Deficiency Syndrome, Pain.
- **Body Structure& Functioning Affected by the Impairment**
 - Identifying Anatomical Areas Affected
 - Identifying Impact on Body Functions
- **Understanding Functioning**
 - Impact of Impairment on Capacities and Limitations
 - Impact of Resources and Barriers on Functioning
 - Enhancing Functioning by Creating Opportunities and Providing Avenues for Participation
- **Impact of Impairment on Identity**
 - Personal & Motivational Factors Affecting Self Image
 - Promoting Positive Self Image
 - Acceptance & Coping

Unit 3. Impact of Impairment on Participation- Role of Reasonable Accommodation and Individualized Support 20 hours

- **Introduction to Reasonable Accommodation**
 - Definition of Reasonable Accommodation
 - Principles of reasonable Accommodation
 - Role of Reasonable Accommodation in Increasing Participation within a School Environment

- **Application of Reasonable Accommodation & Individualized Support to Physical Impairments & Health Conditions**
 - For Movement
 - For Communication
 - For Self-Care
 - Concept of Aids & Assistive Technology
 - Teaching Strategies
 - Positive Behaviour Strategies

- **Understanding Different Techniques for Individualized Support**
 - Principles of Exercise Therapy
 - Principles of Neuro-Developmental Therapy
 - Principles of Orthotic Management
 - Principles of Postural Management
 - Principles of Sensory Integration
 - Principles of Mobility Training
 - Role of Surgery & Principles Guiding Surgical Intervention
 - Role of Non- Invasive Medical Intervention

- **Systems and Policies to Support Reasonable Accommodations and Individualized Support**
 - Certification Process
 - Schemes and Concessions

Unit 4. Preparing for transitions: Across life span with specific reference to transitions in the life of a person with disability 10 hours

- **Transitions across life stages**
 - Transitions and their impact on people across different life stages- infancy, childhood, adolescence, adulthood and old age
 - Factors Affecting Healthy Transitions
 - Impact of Difficult Situations in Transitions

- **Impairments and transitions**
 - Importance of transitions for a person with Impairment
 - Impact of Impairment (Physical and Health Conditions) on transitions
 - Support Systems required for smooth transition
 - Coping Strategies

- **Impact of Other Vulnerabilities in Transitions Across Life Stages**
 - Impact of Gender
 - Impact of Lack of Resources
 - Impact of Socio-Cultural factors

**PAPER IV: IMPAIRMENTS & REASONABLE ACCOMMODATION:
SENSORY; SPEECH, LANGUAGE & COMMUNICATION;
INTELLECTUAL; MENTAL AND MULTIPLE IMPAIRMENTS-
FUNCTIONING, OPPORTUNITIES AND PARTICIPATION
ACROSS LIFE STAGES**

Total Hours: 100
Practical: 25
Theory: 75
Marks: 100
Internal Assessment: 40
Examination: 60

Learning Outcomes:

1. The learners will understand the definition, etiology, diagnosis, incidence, features, risks and evolving capacities associated with different Sensory Impairments, Speech, Language & Communication Impairments, Intellectual Impairments, Mental Impairments and Multiple Impairments.
2. They will understand the capacities and limitations of the impairment and the impact on life-domains such as mobility, communication, learning and self-care.
3. They will understand transitions through different life stages and the impact of impairment on transitions.
4. They will understand the role of reasonable accommodation and individualized support for specific impairments especially in the school context.

Unit 1. Introduction to Impairments

15 Hours

- **Framework for identifying impairments**
 - Bio-Psycho-Social Model
 - Overview & Classification of Impairments in different categories- Physical Impairments, Health Conditions, Sensory Impairments, Speech, Language & Communication Impairments, Intellectual Impairments, Mental Impairments & Multiple Impairments
- **International Classification of Functioning (ICF)**
 - Introduction to the ICF and its components- Body Structure & Function, Activities and Participation & Environmental Factors
 - Life Domains of Participation: Learning and Applying Knowledge, General Tasks and Demands, Communication, Mobility, Self-care, Domestic Life, Interpersonal Interactions & Relationships, Major Life Areas & Community, Social & Civic Life.
- **Causes of Impairments : Medical & Socio-Economic Factors**
 - Common causes of impairment such as genetics, maternal health, poverty, malnutrition, war, infections, trauma, idiopathic etc.

- **The social impact of living with Impairments**
 - Peoples experiences of having an impairment
 - Experiences of family members
 - Social attitudes, Beliefs and Myths towards impairment

Unit 2. Medical & Social Aspects of Different Impairments 55 Hours

- **Definition, Etiology, Diagnosis, Incidence, Features, Risks and Evolving Capacities associated with different Impairments**
 - Sensory Impairments- Visual Impairment, Hearing Impairment
 - Speech, Language & Communication Impairments-Aphasia, Stammering, Stuttering, Dysarthria, Autism
 - Intellectual Impairment- Mental Retardation
 - Mental Impairments- Psychiatric Disorders in Children & Adults, Learning Disability, ADHD
 - Multiple Impairments- Cerebral Palsy (Multiple Disability), Deaf Blind and Others
- **Body Structure& Functioning Affected by the Impairment**
 - Identifying Anatomical Areas Affected
 - Identifying Impact on Body Functions
- **Understanding Functioning:**
 - Impact of Impairment on Capacities and Limitations
 - Impact of resources and Barriers on Functioning
 - Enhancing Functioning by Creating Opportunities and Providing Avenues for Participation
- **Impact of Impairment on Identity**
 - Personal & Motivational Factors Affecting Self Image
 - Promoting Positive Self Image
 - Acceptance & Coping

Unit 3. Impact of Impairment on Participation- Role of Reasonable Accommodation and Individualized Support 20 hours

- **Introduction to Reasonable Accommodation**
 - Definition of Reasonable Accommodation
 - Principles of reasonable Accommodation
 - Role of Reasonable Accommodation in Increasing Participation within a School Environment

- **Application of Reasonable Accommodation & Individualized Support to Sensory Impairments, Speech, Language & Communication Impairments, Intellectual Impairments, Mental Impairments and Multiple Impairments**
 - For Movement
 - For Communication
 - For Self-Care
 - Concept of Aids & Assistive Technology
 - Teaching Strategies
 - Positive Behaviour Strategies

- **Understanding Different Techniques for Individualized Support**
 - Principles of Exercise Therapy
 - Principles of Neuro-Developmental Therapy
 - Principles of Orthotic Management
 - Principles of Postural Management
 - Principles of Sensory Integration
 - Principles of Mobility Training
 - Role of Surgery & Principles Guiding Surgical Intervention
 - Role of Non- Invasive Medical Intervention

- **Systems and Policies to Support reasonable Accommodations and Individualized Support**
 - Certification Process
 - Schemes and Concessions

Unit 4. Preparing for transitions: Across life span with specific reference to transitions in the life of a person with disability 10 hours

- **Transitions across life stages**
 - Transitions and their impact on people across different life stages- infancy, childhood, adolescence, adulthood and old age
 - Factors Affecting Healthy Transitions
 - Impact of Difficult Situations in Transitions

- **Impairments and transitions**
 - Importance of transitions for a person with Impairment
 - Impact of Impairment (Sensory, Speech, Language, Communication, Intellectual, Mental and Multiple) on transitions
 - Support Systems required for smooth transition
 - Coping Strategies

- **Impact of Other Vulnerabilities in Transitions Across Life Stages**
 - Impact of Gender
 - Impact of Lack of Resources
 - Impact of Socio-Cultural factors

PAPER V: COMPREHENSIVE ASSESSMENT & INTERVENTIONS FOR PARTICIPATION

Total Hours: 100
Practical: 30
Theory: 70
Marks: 100
Internal Assessment: 40
Examination: 60

Learning Outcomes

1. Learners will develop skills to gain an understanding of the person with impairment, their family and their environment.
2. Learners will develop skills in working with individuals, the families and the community.
3. Learners will understand the presence of physical, social and attitudinal barriers in the environment that impact the inclusion of a person with disability in society.
4. They will further use technology and apply principles of universal design to support various life domains for functioning and participation.

Unit 1: Overview of Assessment

15 Hours

- **Introduction to Assessments**
 - Need for Assessment
 - Types of Assessment- Formal & Informal
- **Developmental Assessments & Screening Tools**
 - Introducing developmental tools
 - Ages& Stages Questionnaire Denver, Bayleys, Darsii, HELP, Portage, FAB etc.

Unit 2: Understanding Person, Family & Community -Understanding Capacities, Limitations, Resources and Barriers

35 Hours

- **Introduction to the Care Plan Process**
- **Introduction to the Care Plan Tool**
 - Person
 - Family,
 - Community

- **Capacities & limitations for all domains and application to different impairments**
 - Learning and Applying Knowledge,
 - General Tasks and Demands,
 - Communication,
 - Mobility
 - Self-care,
 - Domestic Life,
 - Interpersonal Interactions & Relationships,
 - Major Life Areas
 - Community, Social & Civic Life.

- **Assessment of Barriers & Facilitators**
 - Definition of Barriers & Facilitators
 - Types of Barriers: products & technology; natural environment & man made changes to the environment; support & relationships; attitudes; services, systems & policies
 - Impact of the above barriers on participation (risk of invisibilisation, discrimination, marginalization, inequity, exclusion & labeling)

- **Skills & Process for Assessment**
 - Planning,
 - Collaboration,
 - Observation,
 - History Taking
 - Specific Tests
 - Communication ,
 - Analysis,
 - Documentation,
 - Reflection,
 - Seeking feedback from primary stakeholders/supervisor ,
 - Peer feedback
 - Re-evaluation

Unit 3. Universal Design

15 Hours

- **Principles of Universal Design**
 - Universal Design in Built Environment
 - Universal Design in Curriculum
 - Universal Design in Products and Technology

- **Application of Universal Design to a diverse population in different contexts within and outside the classroom**
 - Universal Design for the School Building
 - Universal Design for Playgrounds
 - Universal Design for Class-Rooms

- Universal Design for Toilets
- Universal Design for School Furniture

- **Principles for Evaluation of Universal Design**

Unit 4. Role of Aids & Assistive Technology in Enhancing Functioning and Increasing Participation 20 Hours

- **Use of Aids & Assistive Technology**

- Definition
- Principles
- Guidelines for Prescription

- **Role of Technology in Different Life Domains**

- Technology and Communication
- Technology and Self care
- Technology and Recreation
- Technology and Movement

- **Application of Technology to Enhance Participation**

- Home
- School
- Community
- Social and Civic Life

- **Application to Different Impairments**

- Sensory
- Physical
- Health
- Speech, Language & Communication
- Intellectual
- Mental
- Multiple

Unit 5: Advocacy and Self Advocacy

15 Hours

- **Role of Advocacy in Disability Movement**

- Current Status of Inclusion & Issues for Advocacy
- Different Stakeholders in Advocacy- Persons with Disability, Family Members, Professionals, Community Members

- **Components of Advocacy**
 - Information Dissemination Processes
 - Campaigns & Workshops for Awareness Raising
 - Developing Tools & Materials for raising awareness
 - Use of Media in awareness raising/advocacy
 - Use of Legal Instruments

- **Role of Self-Advocates**
 - Skills for Advocacy
 - Opportunities for Self-Advocacy

- **Skills for Working with Other Stakeholders**
 - Working with Families
 - Working with Groups
 - Challenging Barriers

PAPER VI: SPECIFIC ASSESSMENTS & INTERVENTIONS FOR PARTICIPATION

Total Hours: 100
Practical: 30
Theory: 70
Marks: 100
Internal Assessment: 40
Examination: 60

Learning Outcomes:

1. The learners will understand the need for specific assessments and will learn to choose a specific tool/tools according to individual requirements
2. They will be able to assess specific capacities, limitations, barriers for specific impairments in the domains of vision, hearing, mobility, communication, health and self-care
3. They will further be able to identify risks and situations of crises and intervention for the same
4. The learners will be able to apply specific techniques to work with people with different impairments and enhance skills for mobility, speech, language & communication & self care

Unit 1: Specific Assessments and Skills for Intervention for Sensory Impairments **20 Hours**

- **Functional Visual Assessment**
 - Understanding Functional Visual Assessment
 - Skills for conducting the Assessment
 - Interpreting the Assessment
- **Planning and Management for Visual Impairments/ Low Vision**
 - Visual Stimulation
 - Use of residual Vision
 - Aids and Assistive Technology for Vision
 - Referrals
 - Challenging specific barriers
- **Functional Hearing Assessment**
 - Understanding functional hearing Assessment
 - Skills for conducting the assessment
 - Interpreting the assessment

- **Planning and Management for Hearing Impairment**

- Use of Hearing Aids
- Referrals
- Challenging specific barriers

Unit 2: Specific Assessments and Skills for Intervention for Mobility

50 Hours

- **Assessment of Capacities & Limitations in Mobility**

- Changing & Maintaining Body Position (Gross Motor)
- Carrying, Moving & Handling Objects (Fine Motor)
- Walking & Moving
- Moving Around Using Transportation

- **Assessment of Body Structures & Functions Related to Mobility**

- Anthropometry
- Muscle Tone, Muscle Tightness & Muscle Strength (MMT & FMT)
- Range of Motion- Goniometry, eyeballing etc.
- Somato-sensory Assessment
- Gait & Variations in Gait
- Spinal Curve Measurements & Leg-Length Discrepancy

- **Application of Assessment of Barriers to Mobility**

- In products & technology
- In natural environment & man made changes to the environment
- In support & relationships
- In attitudes
- In services, systems & policies

- **Tools for Mobility Assessment**

- Introduction to Standardized Tools (GMFM, GMFCS etc.)
- Introduction to Informal Tools

- **Application & Selection of Techniques for Enhancing Mobility & Management of Health Issues**

- Exercise Therapy- Selection & Use of types of exercises
- Neuro-Developmental Therapy – key points of control, tone inhibiting postures
- Orthotic Management- types, selection & use
- Postural Management- biomechanics, correction of posture in lying, sitting & standing
- Somato sensory Management & Sensory Integration
- Functional Therapeutic Group Activities – Physical Education
- Gait Training With & Without Mobility Aids
- Wheelchair skills

- Role of Surgery & Principles Guiding Surgical Intervention- surgical procedures, pre- & post op therapy
- Role of Non- Invasive Medical Intervention
- Basic Management of Health Issues- Diet & Nutrition, First Aid, Pressure Sores, Shunt Management, Bladder & Bowel Difficulties, Back Care, Chest care

Unit 3: Specific Assessment and Skills for Intervention for Speech, Language & Communication **15 hours**

- **Understanding Speech , Language & communication Assessments**
- **Tools for Communication Assessment**
 - Pragmatic Profile in communication
 - Picture Test for Receptive Language
- **Application of Assessment of Barriers to Communication**
 - In products & technology
 - In natural environment & man made changes to the environment
 - In support & relationships
 - In attitudes
 - In services, systems & policies
- **Application & Selection of techniques for Enhancing Communication**
 - Alternative & Augmentative Communication-
 - Sign Language

Unit 4: Specific Assessments and Skills for Intervention for Self Care

15 Hours

- **Overview & Tool for Self Care Assessment**
 - Washing Oneself
 - Caring for Body Parts
 - Toileting
 - Dressing
 - Eating
 - Drinking
 - Looking after one's Safety & Health
- **Application of Assessment of Barriers to Self Care**
 - In products & technology
 - In natural environment & man made changes to the environment
 - In support & relationships
 - In attitudes
 - In services, systems & policies

- **Application of specific Techniques to Self Care Management**

- Mobility
- Communication
- Teaching Strategies
- Aids & Assistive Technology
- Positive Behaviour Strategies

PAPER VII: ORIENTATION TO ACTION RESEARCH AND REFLECTIVE PRACTICE

Total Hours: 100
Practical: 50
Theory: 50
Marks: 100
Internal Assessment: 40
Examinations: 60

Learning Outcomes:

1. The learners will understand the role of a professional as a reflective practitioner and will be able to apply the principles of action research in their work.
2. They further will be able to develop professional skills to integrate different aspects of work in the disability sector to action research and contribute to rights based services for people with disabilities

Unit 1: Research in Disability and Development

30 Hours

- **Scientific study and Research**
- **Research Methodology**
- **Action Research**
- **Reflective Practice**

Unit 2: Assignments

70 Hours

- **Dissertation:** Accessibility
- **Essay:**
 - Systemic issues and Inclusion: Health/ School Environment/ Recreation/ Sports and Leisure
 - Social Issues and Inclusion: Poverty/ Gender/ Impairment
- **Journal:** Journey of a Reflective Practitioner

PAPER I: PERSPECTIVES ON SOCIAL JUSTICE AND INCLUSION

Essential Reading

Adlakha, Renu. (2009). Disability & Society. New Delhi: Orient Blackswan.

Alkazi, Radhika Mullick. (2011). Understanding the UNCRPD: UN Convention on the Rights of Persons with Disabilities- A Toolkit. New Delhi: Arth Astha &VSO.

Dhanda, Amita. (2011). Harmonizing Laws with UNCRPD. India: HRLN.

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PAPER II: EVOLVING CAPACITIES OF PEOPLE ACROSS LIFE SPAN

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Berk, Laura. (2004). Development Through Life Span. ND: Pearson Edu.

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Kail, Robert V. & Cavanaugh, John C. (2007). Human Development. 5th Edition. USA: Thomson Wadsworth.

Payne, V. Gregory. (1999). Human Motor Development. UK: Mayfield

Santrock, John W. (2007). Life-Span Development. ND: Tata McGrawhill

Sigelman, Carol K. (2006). Life Span Human Development. Australia: Wadsworth

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Chaurasia, B.D. (1996). Handbook of General Anatomy. 3rd edition. New Delhi: CBS Publishers.

Cook-Shumway, Anne & Woollacott, Marjorie H. (2007). Motor Control: Translating Research into clinical practice. 3rd edition. Philadelphia: Lippincott Williams & Wilkins.

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Gangane, S.D. (1992). Human Genetics. 2nd edition. New Delhi: Elsevier.

Gopinath, Gomathy. (1996). The Brain: A Precious Possession. New Delhi: National Book Trust.

Hurlock, Elizabeth. (2002). Child Development. ND: Tata McGrawhill.

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Miller, Jonathan. (1993). Human Body. UK: Jonathan Cape Ltd.

Moffat, D.B. & Mottram, R.F. (1997). Anatomy and Physiology for Physiotherapists. New Delhi: Blackwell Science Publishers.

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Pal, G.P. (2005). General Anatomy: Basic Concepts in Human Gross Anatomy. New Delhi: Peepee Publishers.

Papalia, Diane. (2004). Human Development. India: Tata MacGrawhill.

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Waugh, Anne & Grant, Allison. (2006). Ross and Wilson Anatomy and Physiology in Health and Illness. UK: Churchill Livingstone.

Woolfolk, Anita. (2004). Educational Psychology. India: Pearson Education.

PAPER III: IMPAIRMENTS & REASONABLE ACCOMMODATION: PHYSICAL IMPAIRMENTS AND HEALTH CONDITIONS- FUNCTIONING, OPPORTUNITIES AND PARTICIPATION ACROSS LIFE STAGES

Essential Reading

Batshaw, Mark L. (1997) Children with Disabilities. USA: Paul H. Brookes.

Fox, Mervyn A. (2005). Introduction to Neurodevelopmental Disorders. India: National Trust

Hinchcliff, Archie. (2003). Children with CP. 2nd edition. India: Vistaar Publishers.

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Williamson, Gordon, (1985). Children with Spina Bifada. UK: ASBAH.

Benaroch, Roy. (2007). Solving Health & Behavioral Problems. UK: Praeger Pub.

Bole, Suryakant V. (2007). Early Management of CP including Children with Development Delays. ND, India: Jaypee Brother.

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PAPER IV: IMPAIRMENTS & REASONABLE ACCOMMODATION: SENSORY; SPEECH, LANGUAGE & COMMUNICATION; INTELLECTUAL; MENTAL AND MULTIPLE IMPAIRMENTS- FUNCTIONING, OPPORTUNITIES AND PARTICIPATION ACROSS LIFE STAGES

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Diane F, Bradley. (1997). Teaching Students in Inclusive Settings. UK: Allyn & Bacon.

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- Goldstein, Sam. (1999). *Handbook of Neurodevelopmental & Genetic Disorders*. USA: Guildford Press.
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PAPER V: COMPREHENSIVE ASSESSMENT & INTERVENTIONS FOR PARTICIPATION

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PAPER VII: ORIENTATION TO ACTION RESEARCH AND REFLECTIVE PRACTICE

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Babbie, Earl. (1998). Practice of Social Research. USA: Wadsworth.

Bogdan, Robert C. (2003). Qualitative Research for Education. USA: Allyn & Becon.

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