

Programme Project Report (PPR)

for

Distance Learning Programme under School of Distance Education

Diploma in Autism Spectrum Disorders

Course Co-ordinator: Dr. P T Baburaj

Academic support by

INTER UNIVERSITY CENTRE FOR DISABILITY STUDIES (IUCDS)

Mahatma Gandhi University

Kottayam, Kerala

DIPLOMA IN AUTISM SPECTRUM DISORDERS

PROGRAMME PROJECT REPORT

Mahatma Gandhi University started the School of Distance Education in 1989 with the vision of providing the opportunity for quality education to all realms of society. Since the beginning, thousands of students have availed themselves of this opportunity for higher education to a great extent throughout Kerala. Many students outside the State have also benefited from this. But after the new directions of the UGC in 2014, the University had stopped all the Off-Campus Centres of the School of Distance Education both inside and outside the State.

Now it is the new endeavour of the School to revamp its functioning by offering different types of Diploma and Certificate programmes very relevant to contemporary society, in addition to the conventional Graduate and Post Graduate programmes. This is being done with the academic and infrastructural support of the eminent Schools and Interdisciplinary Interuniversity Centres of the University. All these Schools/ Centres have already conducted similar Programmes or Post Graduate Programmes in the same area. This Certificate Programme has been designed by Inter University Centre for Disability Studies and is to be conducted by the School of Distance Education with the academic support of the Centre.

a) Programme's mission & Objectives :

This course is designed to provide the student with advanced exploration and analysis of autism spectrum disorders. Autism Spectrum Disorders (ASD) is a group of complex neuro-developmental disorders affecting communication, socialization, thought and behaviour, and includes individuals with wide range of functional abilities. The symptoms may vary from being very severe to being very mild. Persons with ASD are entitled to equal rights and opportunities as all other citizens of the country. The number of persons receiving a diagnosis of ASD is increasing rapidly. The prevalence in Western countries is now believed to be higher than 1 in 500 births (National Research Council 2002). Hence, the understanding of diagnostic & intervention issues increase. Meeting the unique needs of person with ASD is a logical conclusion to this.

b) Relevance of the programme with HEI's Mission Goals :

There is a growing demand for rehabilitation personnel trained especially in the field of autism spectrum disorders. The course is first of its kind to provide human resource development in the field of ASD in Kerala. The course is designed to provide the candidate a comprehensive understanding of ASD and the skills and competence to meet the needs of students with ASD.

c) Nature of prospective target group of learners:

Students from various streams who has a basic knowledge on disabilities can join for the programme. Thus the prospective target group of learners include

- Special educators
- School teachers
- Rehabilitation professionals
- Psychologists, counsellors
- B.Ed., M.Ed., D.Ed. Students
- Other paraprofessionals in the field (undergraduates, postgraduates, researchers)

d) Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence:

Though understanding of the various aspects of autism spectrum disorders will help to improve the qualities of the professionals. So the required information on the disability can be extended to significant section of learners especially to professionals and teachers through the Open and Distance Learning mode.

e) Instructional design:

The programme is of twelve months duration comprising 8 courses with a total of 32 credits. There are adequate contact classes and the assessment involves both internal as well as external components. Each student has to submit a report based case studies or project.

Course Code	Course Type	Course Name	Duration-12 months				
			Contact Sessions (hours)	Credits	*Internal Marks	External Marks	Total Marks
Semester I							
DS-CT- 01	Core course	Introduction to disability and Autism spectrum disorders	12	4	20	80	100
DS-CT- 02	Core course	Autism Spectrum Disorders: Assessment Classification & Diagnosis	12	4	20	80	100
DS-CT- 03	Core course	Autism Spectrum Disorders: Intervention and management	12	4	20	80	100
DS-CT- 04	Practical	Assessment tools, Development of Independent Living Skills & Teaching	60	4	20	80	100

		Learning Material					
Semester II							
DS-CT-05	Core course	Autism Spectrum Disorders: Therapeutic and management plan	12	4	20	80	100
DS-CT-06	Core course	Inclusion and community living of persons with autism spectrum disorders	12	4	20	80	100
DS-CT-07	Internship	Internship: Dissertation		4	20	80	100
DS-CT-08	Viva Voce	Comprehensive Viva-Voce		4		100	100
Total			120	32			800

*Through assignments

f) Procedure for admission, curriculum transaction and evaluation:

Admission to the programme will be done by the University through a common procedure for all the programmes under the School of Distance Education. Candidates (undergraduates, graduates, and postgraduates) are eligible for admission irrespective of age. The study materials will be delivered through online and print forms. Fee structure will be decided by the University. The School will prepare an academic calendar/activity planner and will be circulated among all the learners at the time of admission itself. The academic calendar will include all the significant activities, important dates, schedule of submission of assignments, schedule of contact classes, schedule of examinations, etc.

Evaluation of the courses shall be done by the faculty themselves on the basis of internal assessment and end semester examinations. 20% of the marks will be decided by the internal evaluations and the remaining 80% by the end semester examinations which will be done by the University. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

Each student shall be required to do one Assignment/Book Review/Debate/Seminar/ Presentation of case study for each course. Assignments/Book Review after valuation shall be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students.

Grading System will be followed for the evaluation on a ten point scale. The details of the grading system are given in the following Table.

Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10

85 - < 95	A plus	Excellent	9
75 - < 85	A only	Very Good	8
65 - < 75	B plus	Good	7
55 - < 65	B only	Above Average	6
45 - < 55	C	Average	5
40 - < 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

'P' grade is required for a minimum pass in a course. The minimum GPA required for a pass in the Diploma programme is 4.

Calculation of Grade Point Average (GPA) :

Credit Points for the Course = (No. of Credits assigned for the course x Grade Point secured for that course).

GPA indicates the performance of a student in the programme. GPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in the programme.

Note: GPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum).

GPA =

Total credit points earned by the student from all the required courses of the programme

Total credits of all courses required in the programme

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

Conversion of GPA to Grade

GPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only
5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of GPA to percentage

Equivalent Percentage = (GPA obtained) X 10

g) Requirement of the laboratory support and library resources:

The library and infrastructure support of the Centre and the University will be extended to the learners as per the requirement.

Mahatma Gandhi University Library and Information System consists of University Library, libraries of the Schools and 4 study centre Libraries. The University Library was established in 1989. The University Library which is situated in the main campus occupies purpose-built accommodation, and provides a variety of facilities and has a user-friendly environment. These include individual work spaces, room for group study and teaching, audio-visual access and online information retrieval system. The building of the University Library is 2000 sq.m in area consisting of the cellar, the ground floor and the first floor.

Academic as well as public users are given the facility to use the library. Special category membership is provided to journalists. The library is providing service from 8 am to 8 pm in three shift timings for its staff. The library functions on an average of 345 days in a year. The libraries of teaching departments are open during working hours of the Schools. Reading space is provided in all the three floors housing the various sections of the library. The library provides reading facility to the visually impaired users too. For this, an electronic lab custom made for visually and physically challenged users has been set up during 2016.

The University Library has a Library Advisory Committee. It is an 18 member committee with Vice-Chancellor as Chairman and University Librarian as Convener.

The library has a collection of 59,000 books, 232 journals, 2,135 Ph.D. theses and has access to 15000+ e-journals under E-ShodhSindhu. The activities of the Library are comprehensively automated using open source library management software KOHA. OPAC, Journal Article Index, By monthly Bibliography compilation and Literature Search Service are also available

The library is a member of the INFLIBNET Centre, Ahmedabad as well as DELNET (Developing Library Network). As a member of these networks, the library provides access to the resources of other major libraries in the country. In addition to the access to UGC INFONET consortium, it has access to major online databases, such as EBSCO, ProQuest dissertations and theses, Oxford Scholarship Online, IEEE All Society Periodicals Package etc. Mahatma Gandhi University had won the State IT Award during the year 2009 in the e-learning category for its university online theses digital library. The various department libraries have a good collection of subject specific books and journals.

A. MAHATMA GANDHI UNIVERSITY LIBRARY	
Category	No.
Books	59000
Journals	232
Bound Journals	7500
Ph.D Theses	2135
E-Journals (in UGC-Infonet, renamed as E-ShodhSindhu)	15000

Online databases (in UGC Infonet)	11
Online Archives subscribed	185 Titles
Online databases subscribed	4
E-books	7338
DVDs: Educational Videos	293

B	Name of School/Centre	Total No. of books
	Inter university centre for disability studies (IUCDS)	250

h) Cost estimate of the programme and the provisions:

Budget estimate (for 100 students)

S.No.	Item	Amount (Rs. in Lakhs)
1.	Manpower	2.5
2.	Study material	1.5
3.	Laboratory/ Library	1.5
4.	Internal assessment	.5
5.	End semester examination	1.
	Total	7.

Total programme fee: Rs.6000/-

i) Quality assurance mechanism and expected programme outcomes:

The quality of the programme will be ensured through strict monitoring by an executive committee including the Co-ordinator of the programme, the subject experts, Director, School of Distance Education and Head of the Inter University center for Disability Studies .The Co-ordinator of the programme shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of the semester and the same shall be analyzed to draw conclusions for effecting improvement. Periodical review meetings on the programme efficacy will be held in which the remarks of teachers on curriculum, syllabi and methods of teaching and evaluation will be given due importance. Moreover, the progress and the quality of the programme will be monitored by the Internal Quality Assurance Cell of the University from the outcome and feedback of the learners as well as the proper documentation maintained in the Centre.



SYLLABUS

DIPLOMA IN AUTISM SPECTRUM DISORDERS

SEMESTER I

COURSE 1.INTRODUCTION TO DISABILITY AND AUTISM SPECTRUM DISORDERS

Unit I:

Domains of development: Personal, Social, Motor, Language and cognitive. Mental age, Motor age and Development quotient, Environmental, social and cultural factors influencing disability

Unit II:

Concept of impairment, disability, and handicap, Introduction to different classification systems: DSM, ICD and ICF, Causes and prevention of disability

Unit III:

Different disabilities: Incidence and prevalence of various disabilities, Sensory and physical disabilities: Visual Impairment and Hearing Impairment, Speech and language disabilities, Cerebral Palsy, Leprosy Cured and Locomotor disability

Unit IV:

Mental and Neurological disabilities: Mental Retardation, Autism Spectrum disorders, and Mental Illness, Chronic Neurological Conditions and Multiple Sclerosis, Genetic disabilities, multiple disabilities

Unit V

Autism spectrum disorders: Prevalence and incidence, Definition, types and key characteristics (autism disorder, Asperger's syndrome, Rett's syndrome, childhood disintegrative disorder, and pervasive developmental disorder), The triad of impairments: communication; social interaction, flexibility of thinking and behaviour.

References

- 1.

COURSE 2 AUTISM SPECTRUM DISORDERS: ASSESSMENT, CLASSIFICATION & DIAGNOSIS

Unit 1:

Introduction: Approaches to psychopathology; Early Identification of ASD importance of early identification, methods

Unit II:

ASD: classification, Major assessment tools

Unit III:

Functional Behaviour Analysis and Positive Behaviour Support of persons with ASD

Unit IV:

Non-Verbal Communication Verbal Communication 3. Social emotional reciprocity 4. Interpersonal relationships 5. Variations across the spectrum

Unit V:

References

1. Carson, Butcher and Mineka (2004). Abnormal psychology and modern life (11th ed.). Singapore: Pearson Education.
2. Diagnostic & Statistical Manual of Mental Disorders IV-TR (2004) Washington: APA Publication.
3. Kaplan, H.J. & Sadock, B.J. (2004). Synopsis of comprehensive textbook of psychiatry, (Nineth Edition). Baltimore: Williams & Wilkins
4. Emery, R.E., & Oltmanns, T.E. (1999). Essentials of abnormal psychology. Prentice Hall.
5. Oltmanns, T.F. & Emery, R.E. (2006). Abnormal psychology (5th ed.) Prentice Hall

COURSE 3. DIAGNOSTIC TECHNIQUES

Unit I:

Psychodiagnostics: Concept and nature, differential diagnosis; Sources of clinical data: Assessment interview, behavioural assessment, behavioural rating scales and checklists, and psychological tests.

Unit II:

Clinical interview: Nature and types-Intake, diagnostic and crisis interviewing; Diagnostic interviewing skills; Mental status examination.

Unit III:

Assessment of Intelligence: Stanford–Binet (4th Ed); WAIS IV; WISC-IV; Raven’s Progressive Matrices.

Unit IV:

Assessment of Personality: Objective tests- MMPI-2, NEOPI-R; Projective: Rorschach Ink Blot test, TAT.

Unit V:

Neuropsychological assessment: AIIMS Battery; WMS-III; Luria-Nebraska Neuropsychological Test Battery; Bender-Gestalt Test.

References

1. Greene, Roger. L.(1991). MMPI-2/MMPI: An interpretive manual. Massachusettes :Allyn & Bacon.
2. Hersen, M. (2004) Comprehensive handbook of psychological assessment. Volumes I to IV.
3. Flanagan D.P. & Kaufman, A.S. (2004) Essentials of WISC IV assessment. New York: John Wiley and Sons.
4. Hutt, M.C. (1985). Hutt adaptation of Bender-Gestalt test (4th ed.) New York: Grune & Stratton.
5. Prifilera, A., Saklofske, D.H. & Weiss, L.R.(Eds.) (2005). WISC-IV: Clinical use and interpretation. USA: Elsevier Press.
6. Weiver, B (1983). Clinical methods in psychology. New York: Wiley

COURSE 4. COUNSELLING AND PSYCHOTHERAPIES PRACTICUM I

The students would be required to conduct three practical based on theory papers.

Practical exposure will be given on the following areas

- : Case history taking and conducting developmental assessment
- : Therapeutics

1. Case study taking and developmental assessment
2. Psychological tests

SEMESTER II

COURSE 5. FOUNDATIONS OF COUNSELLING

Unit I:

Basics of counselling: Principles and goals; Need and scope for counselling; E Ethical issues

Unit II:

Role of counselor; Counselor and counselee characteristics facilitating counseling; Expectations from counselor; External conditions influencing counseling.

Unit III:

Positive psychology oriented counseling: Enhancing happiness and pleasure; Engagement and meaning making; identifying and developing character strength and virtues.

Unit IV:

Special areas of counseling: Counseling for children with emotional disturbance and learning disability; Drug addiction; marital counseling

Unit V:

Other areas of counselling: Occupational counselling; Counselling for patients with terminal disease /chronic illness - HIV/AIDS, cancer patients and for their caretakers

References

1. Bor, R. & Watts, M. (2006).The Trainee Handbook: A guide for counseling & psychotherapy Trainees. New Delhi: Sage.
2. Clough, P. Pardeck, J.T. & Yuen, F. (Eds) (2005). Handbook of emotional and behavioural Difficulties.
3. Feltham, C. & Horton, I. (Eds) (2006) The SAGE Handbook of counselling and psychotherapy. New Delhi: Sage
4. Lindey, P.A. and Joseph, S. (Eds.)(2004). Positive psychology in practice. New York: Wiley.
5. Mozdierz, G.J., Peluso, P.R. & Lisiecki, J. (2009). Principles of Counselling and Psychotherapy. New York: Routledge.
6. Peterson, C., & Seligmen, M.E.P. (2004) Character strengths and virtues: A handbook of classification. New York: Oxford University Press.

COURSE 6. PSYCHOTHERAPEUTIC INTERVENTIONS

Unit I

Psychotherapy: Nature and scope; Common goals and ingredients of psychotherapy; Types of psychotherapeutic intervention, structuring therapeutic relationship: Nature of client-therapist relationship, dimensions and stages of client therapist relationship, building the helping relationship; structuring the therapeutic situation

Unit II:

Freudian psychoanalytic therapy: Key concepts, therapeutic techniques/ procedures.

Unit III:

Humanistic and existential therapies: Person centered and Gestalt therapies: Key concepts, therapeutic techniques and procedures; Existential therapy. Other therapeutic approaches: Reality therapy; Family system therapy; Transactional analysis.

Unit IV:

Classical conditioning procedures: Relaxation procedures; flooding systematic desensitization, eye movement desensitization and reprocessing. Operant procedures, Application of reinforcement principles; contingency management; Premack's principles, Behaviour therapy: Modelling; Assertion training

Unit V:

Cognitive behaviour therapy: Ellis' Rational emotive behaviour therapy; Beck's cognitive therapy, Biologically based therapies: Biofeedback- Electromyography; Finger temperature; GSR; EEG; Areas of application; Psychopharmacological therapy: Overview of major psychotropic drug doses.

References

1. Capuzzi, D. and Gross, D.R. (2004). Counseling and Psychotherapy: Theories and interventions. New Delhi: Pearson Education.
2. Corey, G. (2001). Theory and practice of counseling and psychotherapy. New York: Brooks/Cole
3. Hersen, M. & Sledge, W. (2002) (Eds.). Encyclopedia of psychotherapy (Vols 1& 2). New York: Academic Press.
4. Kaslow, H. W. (Ed.). (2002). Comprehensive handbook of psychotherapy (Vols. I to IV). New York : John Wiley and Sons.
5. Mozdierz, G.J., Peluso, P.R. & Lisiecki, J. (2009). Principles of Counseling and Psychotherapy. New York: Routledge
6. Prochaska, J.O. & Norcross. J.C. (2010) Systems of Psychotherapy. Cengage
6. Brownell, J. (2002). Listening: Attitudes, principles and skills. (2nd). Boston: Allyn and Bacon..
7. Corey, G. (2001). Theory and practice of counseling and psychotherapy. New York: Brooks/Cole
8. Corsini, R. J. (2001). Handbook of innovative therapy. (2nd Edi.). N.Y.: John Wiley.
9. Hersen, M. & Sledge, W. (2002) (Eds.). Encyclopedia of psychotherapy (Vols 1& 2). New York: Academic Press.
10. Kaslow, H. W. (Ed.). (2002). Comprehensive handbook of psychotherapy (Vols. I to IV). New York : John Wiley and Sons.

COURSE 6. INTERNSHIP: DISSERTATION

Internship: Each candidate will be required to undergo an Internship training of a total of 4 weeks He/she will be attached to a hospital or counseling facility for learning and practicing the counseling skills. Each student shall submit the internship report as a dissertation

COURSE 7. COMPREHENSIVE VIVA-VOCE

Students need to attend the Viva voce in front of the examiners