Psychology for
PHYSIOTHERAPISTS
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Foreword
MT Rangwala
To
Our students—Present and Past
Here are a few examples of how psychology and physiotherapy are associated:

1. A 9-year-old boy enters a physiotherapy clinic for fracture of upper limb, holding hand of his mother, sees the physiotherapy work going on, immediately leaves mother’s hand and runs away.

2. A young adult referred to physiotherapy for traumatic paraplegia; while talking to physiotherapist, he suddenly starts crying saying that he is now a useless person.

3. A middle-aged female attends physiotherapy clinic for osteoporosis and osteoarthritis of knee, walking with great difficulty, sighs and blames her sons and daughters-in-law for not helping her in her illness.

4. An 80 year-old man recovering for implanted prosthesis of femur head, is not walking despite all other factors being normal.

These are day-to-day affairs; such examples can be numerous. All ill patients entering physiotherapist’s chamber need psychological care; a few for removing fear about its future complications, few for getting confidence, and a few for getting help in adjustment to new way of lifestyle, living and working.

Not only that, a few patients have to be prepared psychologically for constant physiotherapy, sometimes to prepare them for a treatment not only to improve but also to prevent deterioration. Unfortunately, most of the physiotherapists concentrate on mechanical means of physiotherapy and the psychological aspect is not touched at all.
Students learn psychology as first year subject and forget. They should know that this is the base on which they have to stand. This neglected but very important subject is well elaborated by Dr Thangamani Ramalingam A and Dr Dibyendunarayan Bid in this book. I congratulate them for the same.

I feel, not only students, but also practicing physiotherapists should read this book and incorporate it in their daily practice.

MT Rangwala MD
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With our one decade of teaching experience, we have written this book to relieve the physiotherapy students from the anxiety to take down notes. This book is an attempt to make the subject of psychology easy and comprehensible to physiotherapy students. Psychology, as a scientific subject, has got more numbers of books that discuss and explain the concept in a stretched way, which make the reading time lengthier. Moreover, as the subject has got many branches and books, collecting the information and material needed for the students according to their syllabus is very difficult. Because of this problem, we have tried to favour students in this regard in our book.

There was not a single book on psychology written by physiotherapists for physiotherapy students. This book is a sincere attempt to fill that gap and help students and teachers alike. In our book, we have expressed the value of the psychology subject in physiotherapy field, by giving a separate chapter “Psychology in Physiotherapy”. Thereafter, we have shown more concern for the topics like pain and stress where physiotherapists are mostly involved.

We have referred most of the books available on psychology and we have consciously made this book syllabus oriented to satisfy the syllabi of most of the universities offering BPT.

Although we have taken great care in writing this book, but it is possible that we might have committed some errors. Hence, comments and criticism from teachers and students would, therefore, be highly appreciated and would be rectified in subsequent editions.

Wish you a happy reading.

Thangamani Ramalingam A
Dibyendunarayan Bid
It would be impossible for me to acknowledge all the people who have given contribution to the writing of this book. It is my pleasure and privilege to engrave the deep sense of gratitude to my teachers who induced a great desire for teaching in me, especially Ms Mary Chidambaram and Mr Srinivasan, who taught me the lessons of physiotherapy and life.

Words cannot express my appreciation to the people who typed, drew original sketches and provided an excellent editorial service.

My thanks to the management of Sarvajanik Medical Trust, who accommodated me as teacher and given me all the freedom to accomplish my goal.

I am also extremely grateful to my parents, wife and my daughter for their support in writing this book. Moreover, I am equally thankful to my colleagues and my Principal Incharge Dr Dibyendunarayan Bid for their clean criticism and contributions.

At last my sincere thanks to all the authors who have already worked in this area and helped me in many, many subtle ways.

Thangamani Ramalingam A
Reference should be made whenever appropriate to the therapist's relationship with the patient and with his professional colleagues. Emphasis should be laid on the effects of disease on the patient's behaviour.

1. **Biological Foundations of Behaviour**: Heredity and environment and logical basis for development, developmental psychology (Child).

2. **Learned and Unlearned Behaviour**: Simple learning and conditioning, social learning.

3. **Thinking and Intelligence**: Learning and problem solving, development of conceptual thinking in children; Communication, language and thinking; Measurement of intelligence, influences on intelligence, extent and consequences of individual differences.

4. **Perception**: Sensory basis of perception, attention and perception, observing errors.

5. **Memory**: Phases of memory, short-term storage, memory and perception, thinking, etc; Forgetting testimony and recall of events, memory and ageing.

6. **Motivation and Emotions**: Approaches to motivations, emotional development, influence of early experience; Family and social influences on motivation and behaviour.

7. **Personality**: Nature of personality, structure and dynamics; Dimensional, psychoanalytical and constitutional theories of personality, measurement of personality, culture and personality patterns.

8. **Attitude**: Nature of attitudes and beliefs including prejudice, group influences on attitudes, attitude change, doctor-patient expectations and attitudes, prejudice formation and reduction.
9. **Interpersonal Behaviour:** Experimental analysis of social interaction, study of the interviewing situations and behaviour in formal and informal groups, group norms and roles; Leadership in formal and informal groups, group morale; Behaviour therapy, behaviour modification techniques, token economy.

10. **Social Psychology:** Nature and scope of social psychology, social interaction, psychological groups and their classification, socialization of the individual, social control (social heredity) moves, customs, fashion, propaganda and its techniques.

11. **Tests:** Weschler’s scales, Stanford-Binet Intelligence scale, Bender and Gestalt—Other projective tests, Anxiety scale.
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