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## Acknowledgement

I would like to extend my heartfelt gratitude to all those who contributed to the success of our field trips. The invaluable experience I have gained through these trips would not have been possible without the support and cooperation of several individuals and organisations.

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I would like to thank the organisations- Yugpurush Dham, Happy Homes and Anurabh School For generously opening the doors of the institutions to us. The hospitality and willingness to share the knowledge added immense value to the practical learning experience I had.

Additionally, I would like to appreciate the administration and the seniors whose support ensured the smooth planning and execution of the field trip.

Last but not the least, I would like to thank my batchmates for the collective efforts shown, their active participation in discussions and shared insights contributed to the overall knowledge and experience gain.

Sincerely,

Neha Haryani

B.A. Psychology (5<sup>th</sup> semester)

Devi Ahilya Vishva Vidyalaya

## Introduction

We recently got the golden opportunity of delving into the fascinating world of psychology through captivating field visits. These visits aimed to bridge the gap between theoretical knowledge and real-world application, providing us with unique opportunity to witness psychological principles in action.

The field visits helped us expand our academic horizon and also helped us deepen our understandings of mental health issues faced by people of different ages. These field trips took us beyond the confines of our classrooms and textbooks allowing us to witness psychological concepts manifest in real life settings.

We were also provided the privilege of interacting with the students of the institution Yugpurush Dham and Arunabh School. Each step we took, each conversation we engaged in, and each observation we made helped us build our practical knowledge.

This project aims to capture the essence of our field trips. The three days we engaged in the practical world of psychology helped us gain an immense insight into the struggles and happiness of people facing with issues of mental health and mental retardation. This project serves as an account of the activities we performed and observed during our field trips.

# HAPPY HOME REHAB CENTRE

## **About the Rehab centre:**

Happy Home De-Addiction Centre is running under Smart Future Social Welfare Society, Indore. It is a non-profit organisation (NPO) working on alcohol and drug de-addiction to create awareness and treatment of addiction.

The establishment of centre happened in 2014 in Indore with the vision to provide proper treatment of addiction in society and educate them and their next generation. The objective of HAPPY HOME is hidden under the name itself- 'to have a happy and a comfortable home space'.

The present scenario of the society the addiction of different harmful substances which are destroying the society. Their main concern is to safeguard our society by preventing an individual's life from substance abuse so that they can get back to their feet.

## **Purpose of Visit:**

To observe and gain insights into the multifaceted approach taken into the address substance abuse and addiction.

## **Service Provided for:**

- Substance abuse
- Alcohol addiction
- Mood disorders
- Behavioural issues
- Conduct disorder
- Sexual disorders
- Schizophrenia

The in-house patients were mostly males. They also provide counselling to females, but in house residence was not observed.

### **Procedure:**

1. Enquiry- The first step is to enquire about the patient and the problem he is facing. Enquiry is taken by a member of the patient's family to know about the rehabilitation facilities and to provide information about the patient the symptoms and the problems he is facing.
2. Admission- The patient is admitted voluntarily or involuntarily. In voluntary admission the patient is aware about his problems and is willing to have the treatment. Whereas, in involuntary admission, the patient is not accepting that he needs help and so the team brings the patient to the rehab centre, it is known as rescue.
3. Case history- Case history is taken to gather information related to a certain individual Case history are maintained to have a brief account about the patient. Case history contains demographic information, family history, educational background, work history, academic history, birth history, and any relevant information regarding the client or patient.
4. Observation period- The patient is observed for 5-15 days in acute care unit ACU depending on the severity. If the patients are the case of alcohol or substance abuse, IV or saline is given to remove the toxic substances in the body. Detox is necessary as it helps the medicine to work. During this time the psychologist or psychiatrist or observes the behaviour of the patient.
5. Therapy and Medication- After the observation period of 5-15 days the patients start with therapy sessions. Monthly reports are prepared looking at the progress of the patient. This is also known as client intervention progress. They provide individual therapies like REBT, CBT MIT, MET; as well as group therapies that builds insights. Family therapies are an important factor that they emphasise on as well. They keep the dose of medicine low and increase slowly. It is also important to change their medication from time to time or they also may get addicted to the medicines.

6. Crisis Intervention Plan; and Relapse Plan- Crisis intervention plan is created for the situations that may have triggering point for the patient. The psychologist anticipates the triggering point and helps the client create a plan to manage that situation. Relapse plan is mainly for patients who have the probability to relapse if they do not come in follow up sessions. These primarily include patients of substance abuse and alcohol addiction.

### **Further Learnings:**

- The Patients were kept for at least three months. Three months was the timeline given to help unmask the real identity of the patient.
- Some patients were disoriented during the time of admission. They often showed aggression when they came in senses. They were kept in rooms that were locked.
- During the timeframe of observation, they were given saline to detoxify their body for 5 days having a dose of saline each day.
- Some patients also showed withdrawal symptoms. The physical symptom consisted of constant shivering and pain in body. They also observed lack of orientation in body.
- The psychologist was constantly taking the mental state examination of the patient. It determined the physical appearance, the mood, the voice, the thought process, the orientation of the patient, etc.
- After the institution has a briefing about the patient and have observed him thoroughly, the psychiatrist is given a provisional diagnosis by the psychologist to prescribe medicines accordingly.
- Behaviour management is also taught to patients during their stay at the rehab centre. They were taught to behave and put their thoughts into words of communication.
- The institution plan changes every three months so as to get a fresh strategy to move forward.

# ARUNABH SCHOOL, INDORE

## About the school:

Arunabh is an Intervention and Research Centre for Children with Special Needs having Neurological and basic Cognitive Disorders (Autism, Learning Disability and Mental Retardation). The mission was initiated as a project by "Sri Devi Matoshri Samajik Seva Sansthan" a registered nonprofit organization with concern for the cause "Make Life Better for Differently Able"

ARUNABH (Intervention Centre for Differently Able) specifically works for differently able children with mental, intellectual and neurological disorders, enabling them to cope-up with life cycle activities. The centre provides special education, life skills training, remedial therapies and medical facilities to children with special needs.

The centre has experienced & qualified professionals as human resource and the infrastructure is well equipped to offer intervention and remedial therapies for children with special need.

## Activities at Arunabh:

1. Special education- Special education is important for children with special needs as their traits can hinder learning. Applied Behaviour Analysis is a teaching method based on the idea that appropriate behaviour can be taught using scientific principles. Life skills and behavioural training use concepts of multiple intelligence educating through books, equipment's, art and craft, performing arts (like music, dance, drama) and outdoor activities.
2. Therapies- Occupational therapy, physical therapy and speech therapy is given to children as per their individual need. Occupational therapist focuses on promoting health and well-being by enabling the children to participate in the everyday occupations of life, such as self-care activities. Physical therapy helps the children to maintain, and increase their strength. Speech therapist offer training to children who have hindered speech or are non-verbal. They help the child to have clarity in speech.
3. Music therapy- Music therapy is an expressive therapy consisting of a process in which music therapist uses music and all of his facets to uncover the physical, emotional, social,

aesthetic and spiritual aspects of child to help them improve their physical and mental health.

4. **Mantra therapy-** Mantras are a sound, word, or phrase typically used in mindfulness meditation, a practice for intentionally developing awareness of the mind and body. They help drive out distractions, quiet intrusive thoughts, and ground you in the present moment. Although similar, they aren't the same as positive affirmations.
5. **Vocational Training-** Emphasis on career readiness programs like Partnership with the parents in case of family business, specific industry-based training and work place experience in arrangements with private organizations. Provide education in dealing with money, importance of savings, basics of personal financial management. Anurabh had its own cafeteria running by people who have autism spectrum disorder.
6. **Skill Development-** Basic home management skills like cooking, housekeeping, baking, serving are also being taught to students who have the capacity to learn. Stationary Production like making greeting cards, envelopes, writing pads, file folders. The paper bags the make are supplied to JMB. Gardening, knitting, sewing training in office skills like typing, data entry, filing, photocopying and office house-keeping is also taught.
7. **Placement assistance-** Assistance in placement through workplace training and assistance developing skills for self-employment is also being taught.



## Research at Arunabh:

1. Mantra Therapy- Under the able guidance of veteran neurosurgeons and medical practitioners, Arunabh initiated research to study and analyse the effects of ancient Indian Vedic Mantra on human psychology & environment to explore & find out causes (other than physical) & cure on Autism Spectrum Disorder, Other Intellectual, Neurology Disorders and Multiple Ailments.
2. Predictive Homeopathy Treatment- Based upon Dr. Prafull Vijaykar's Predictive Homeopathy (Mumbai) a Medical Camp is organized by Arunabh on first Sunday of every odd month. A team of doctors from M.P. Predictive Homeopath Association, trained by Dr. Prafull Vijaykar treat approximate more than 450 children having Autism (ASD), Mental Retardation, Cerebral Palsy, Down Syndrome etc.
3. Music Therapy- Music as an alternative method of healing is the subject of research at Arunabh. Music therapy primarily help children improve their health in several domains, such as cognitive functioning, motor skills, emotional development, social skills, and quality of life by using both active and passive music experiences. They started this on 2nd of April 2016 with a musical concert by Shri Bhuvnesh Komkali. Music has helped to reduce hyper activity in children and improve speech among children having difficulty with speech.
4. Dance Therapy- Dance has the power to unlock the imagination of a concrete thinker. It empowers the dancer to give expression to their inner life, something crucial to children who struggle with other modalities of communication. The experience of dance can open up children with autism to the possibility of more connection with others. Social interaction demands being on the same page with peers something very difficult for a child on the spectrum to achieve. By encouraging children with autism to dance to rhythms, the mirroring of another's experience bestows the satisfaction of belonging to a group. The combination of music and dance help the brain to reorganize itself. In dance, the child processes music, learns movement, performs movement to that music. The hearing, listening, processing, executing and repetition enable a child's brain to forge new pathways, engaging both the right and left side of the brain.

5. Gardening as Therapy- As a therapeutic option for people with autism, gardening creates a non-threatening environment, similar to the effect of music therapy. The environment of gardening is limited in sensory exposure and is by nature, a calming activity. People who have an autism spectrum disorder can feel beset by anxiety, which leads to debilitating frustrations for the autistic individual and for those that work closely with the individual.

### **My observation:**

- The children we saw had Autism Spectrum Disorder, Learning Disability, Cerebral Palsy, Down Syndrome, and some psychological problem. Some children we saw there were also facing problem with speech.
- They showcased the talent of children who were able to sing and dance. The person who sang was quite shy; his volume was very low and his tone was very soft. The one who was dancing on the stage was packed with energy and was able to copy the hook-step of the song.
- We also saw a case who accepted that he was incapable of doing somethings from his left hand and relied on his parents for his day-to-day activities. Although he was able to write beautifully from his right hand.
- We also got a chance to observe a child who is non-verbal, and how he used certain syllables and actions to express what he needs. For example, if he needed water, he would action drinking to the teacher. He also used the words 'p' and 'n' to express that he wants water.
- There was also a case of child was addicted to screen. He was constantly screaming and checking the bags of the teachers who had his phone because of the screen, some of the children also scared. He stopped screaming. Then he received his phone and started seeing YouTube videos.
- There was also a case of down syndrome. The girl was very shy and was counting on fingers, solving her math sums.



# YUGPURUSH DHAM BAUDHIK VIKAS, INDORE

## About Yugpurush Dham:

- Shri Yugpurush Dham Baudhik Vikas School from Indore is a NGO. They work with children and adults with Autism, Cerebral Palsy and other intellectual and developmental disabilities.
- They provide free education, training, and also medical support. They have a team including special educator, psychiatrist, psychologist and occupational therapist. There are 60+ people living there who are overlooked by 30 members of staff. This organisation mainly works with adults and children who have autism, learning disabilities, or intellectual disabilities.
- Dr Anita Sharma is the principal of Yugpurush Dham. She takes care of the children like a mother does to her child, and so the children there associate her to a motherly figure.

## Purpose of Visit:

The objective and purpose of the visit is to understand and look into the practical world of disabilities. This visit aimed to bridge the gap between theoretical knowledge and real-world application, providing us with unique opportunity to witness psychological principles in action.

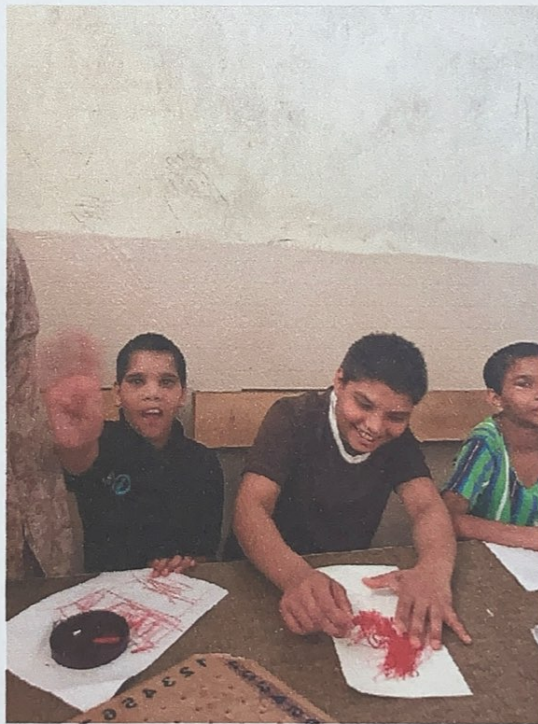
## Experience at Yugpurush Dham:

- Our visit started with Dr. Anita Sharma introducing herself and giving a brief about the services provided at the institute. There is a hospital or an occupational therapy area built for the children who live there. The hospital also provides services at nominal charges to outsiders.
- We also saw a speech therapy room in the hospital used by the speech therapist to enhance the speech of children or adults who have problem in speaking clearly or who are non-verbal.
- The day at Yugpurush Dham starts with morning prayer. This helped the children to connect themselves spiritually. They were to stand in a straight posture without being drowsy and join their hands. Girls and boys had separate floors.
- The children there had army cut hairstyles so they needed no maintenance.

- We saw an occupational therapist who was giving massage to the children who had weak muscles or their muscles were not in control.
- They had a big kitchen that cooked food for everybody present there. Approximately 200 children along with adults stayed there. They also had staff members living at the premises to overlook the children and adults living there.
- Moving to the classrooms, the children were divided in groups as per their needs. The children had been divided into five or six classrooms. The children also had colour coded t-shirts which represented their group.
- One room had art therapy, where we saw child who used black crayon on a white sheet and scribbled the whole page aggressively. On the other hand, we saw a girl who drew mango on one side and banana on other side, she seemed to be a senior student there. We were able to see the duality of children in the same classroom.
- Some children at the institute were provided with small tasks which gave them some sense of responsibility. They also earned on a monthly basis by completing these tasks. They were happy to earn even ₹10 to complete a task, because the underline factor was the sense of responsibility and appreciation they received.



*Place of gathering and Art Therapy.*



## CONCLUSION

The experience I have gained while visiting the three centres- 'Yugpurush Dham', 'Happy Home' and 'Arunabh School' was truly delightful!

- Yugpurush Dham and Arunabh school were institutions working for Autism Spectrum Disorder, intellectual disabilities and learning disabilities along with some psychological problems. I was able to observe the real-life examples of people facing with mental disabilities.
- There were children who were talented in extra-curricular activities like singing, dancing, drawing and playing sports. Some autistic people at Arunabh also ran a café and earned their living. They were taught book-keeping and accounting. Cooking was also done by the autistic people themselves. They had developed social skills and had a happy vibe.
- Happy Homes de-addiction and rehabilitation centre gave us innumerable experience. We got to know about the whole process starting from the briefing to the treatments a person under goes and therapies psychologist uses.
- We also got to know about the various behavioural issues patients faced during their treatment. They were taught the right kind of behaviour in group sessions. Along with group sessions, one-on-one sessions with the psychologist were also conducted.

Everything can be learnt and controlled, only if one has the will to do it. The children at Arunabh learnt various skills like cooking, accounting; their social skills are also commendable and were now running a café themselves. Patients at de-addiction centre were able to control their urges around substances they once abused.

The gap of theoretical knowledge and real-world application is slowly filling as we continue to explore the field of psychology.

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Apoorva  
11/12/23