

BPT DEGREE EXAMINATION FIRST YEAR
(Regulations for the candidates admitted from 2017-2018 onwards)

PAPER I - PSYCHOLOGY

Puzzle

CASE 1 — Behaviorism in a Rehabilitation Ward

A final-year BPT intern observes that a stroke patient refuses to participate in gait training. The intern notices that whenever the patient avoids therapy, the family comforts him excessively, reinforcing avoidance. The intern recalls principles from **behaviorism**, which emphasize observable behavior and reinforcement. The challenge is to decide how to modify the environment without causing emotional distress or violating ethics.

Options

1. Remove all emotional support during therapy refusal.
2. Introduce positive reinforcement after each therapy attempt.
3. Punish refusal with increased exercise load.
4. Ignore behavior and proceed strictly with the schedule.

Reasoning

- **Option 2** promotes **positive reinforcement**, improving compliance while maintaining safety and ethics.
- Options 1 & 3 violate ethical standards and may reduce motivation.
- Option 4 ignores learning theory principles and may fail.

CASE 2 — Cognitive Psychology in Chronic Pain

A physiotherapy student conducting a back-pain camp notices that many patients catastrophize (“My pain means something serious”). The student considers **cognitive psychology**, focusing on thoughts, beliefs, and perception.

Options

1. Challenge catastrophic thoughts using cognitive questioning.
2. Avoid discussing thoughts and only focus on exercises.
3. Tell patients their thoughts are “wrong.”
4. Use relaxation methods first, then address cognition.

Reasoning

- **Option 1** aligns best with cognitive principles—accurate, ethical, and efficient within time limits.

- Option 4 is helpful but time-consuming.
- Option 2 ignores cognitive components.
- Option 3 is disrespectful and ineffective.

CASE 3 — Psychoanalytic Concepts in Pediatric Therapy

A junior clinician notices a child with cerebral palsy becomes tearful whenever the mother leaves, disrupting therapy. The student wonders whether **unconscious fears** or early emotional attachments influence cooperation, referring to **psychoanalytic school** concepts.

Options

1. Force the child to continue therapy alone.
2. Allow the mother inside during initial sessions.
3. Provide a transitional object such as a toy.
4. Ignore emotional reactions.

Reasoning

- **Option 2 & 3** respect emotional development and unconscious anxiety.
- **Option 1 & 4** violate psychological understanding and may harm therapy engagement.

CASE 4 — Humanistic Psychology in Motivation

A physiotherapy student notices a post-ACL patient losing confidence. The intern thinks about **humanistic psychology**, which focuses on potential, self-esteem, empathy, and personal growth.

Options

1. Give the patient strict instructions without discussion.
2. Use motivational interviewing to explore goals.
3. Compare the patient to others recovering faster.
4. Increase exercise load to “push” motivation.

Reasoning

- **Option 2** reflects the humanistic emphasis on autonomy and empowerment.
- Options 1 & 3 lower motivation; option 4 risks harm.

CASE 5 — Biological Psychology During Neuro Rehab

During a TBI rehabilitation session, the student wonders why the patient shows emotional outbursts. The intern recalls the **biological school**, emphasizing brain structures, neural pathways, and hormones.

Options

1. Document behavioral changes and ask the team to consider neural causes.
2. Assume the patient is misbehaving.
3. Increase exercise intensity to reduce agitation.
4. Ignore the issue since PT focuses only on muscles.

Reasoning

- **Option 1** is the most scientific and safe approach.
- Options 2, 3, and 4 misunderstand biological foundations.

CASE 6 — Gestalt Principles in Patient Education

A student is teaching balance exercises to an elderly patient. The patient understands individual steps but cannot perform the full task. The intern recognizes this as a **Gestalt psychology** issue—“the whole is different from the sum of its parts.”

Options

1. Break the task further into components.
2. Teach the whole movement pattern before isolating parts.
3. Ignore confusion and repeat instructions.
4. Provide visual demonstration.

Reasoning

- **Option 2** aligns with Gestalt principles by addressing holistic perception.
- Option 4 helps but does not address the underlying concept.
- Options 1 & 3 may worsen fragmentation.

CASE 7 — Experimental Method in Pain Research

A BPT student designing a class project wants to compare two types of quadriceps strengthening methods for knee OA patients. The challenge is choosing the correct **psychology research method**.

Options

1. Use an experimental method with controlled variables.
2. Use anecdotal reports from seniors.
3. Use intuition-based observations.
4. Avoid control groups to save time.

Reasoning

- **Option 1** ensures accuracy, reliability, and scientific validity.

- Options 2 & 3 lack evidence; option 4 reduces credibility.

CASE 8 — Case Study Method for Rare Conditions

A junior clinician meets a patient with conversion disorder symptoms (functional weakness). The student considers the **case study method** since the presentation is unusual.

Options

1. Document detailed psychological & functional history.
2. Treat without documentation.
3. Use only quantitative tests.
4. Ignore psychological elements.

Reasoning

- **Option 1** utilizes in-depth analysis essential for case study methodology.
- Options 2, 3, 4 miss the complexity of psychological cases.

CASE 9 — Social Psychology in Group Therapy

During group exercise for elderly patients, one participant's reluctance influences others. The student realizes **social psychology** concepts like conformity and group dynamics apply.

Options

1. Isolate the reluctant member.
2. Use positive role models in the group.
3. Force everyone to follow instructions strictly.
4. Switch to individual therapy.

Reasoning

- **Option 2** uses social influence ethically and effectively.
- Options 1 & 3 may harm morale; option 4 reduces efficiency.

CASE 10 — Counseling Psychology in Grief-Related Low Motivation

A physiotherapy intern treats a patient recently recovering from trauma after losing a family member. The patient struggles with motivation. The intern recalls the principles of **counseling psychology** supporting emotional expression.

Options

1. Provide empathetic listening during warm-up.

2. Ignore emotional issues and do only physical work.
3. Refer to a psychologist when needed.
4. Pressurize the patient to avoid discussing grief.

Reasoning

- **Options 1 & 3** balance empathy with professional boundaries.
- Options 2 & 4 violate ethical patient care.

.

.....