

PSY 668: Health Profession Disability Psychology
Spring 2018
M, W 12:00-3:20
CHS 119

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Description: This course presents psychological theory and research focusing on psychosocial issues that are relevant to coping with physical disabilities and illness. In addition, the course emphasizes the ways in which psychological knowledge and skill can inform clinical practice, increase the efficacy of a standard therapeutic regimen, and facilitate patient motivation, adherence, adaptation and coping. This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

Objectives: At the end of the course students will be able to:

- 1) Identify a range of psychosocial factors that are relevant to adjustment to illness or disability
- 2) Recognize similarities and differences in the psychosocial impact of various types of illnesses and disabilities based on characteristics such as their onset, level of incapacitation, course, and outcomes.
- 3) Name and describe symptoms of specific psychological disorders that may be encountered in working with physically disabled populations in order to improve clinical approach and referrals.
- 4) Describe and demonstrate some specific clinical techniques drawn from psychology that could be incorporated into professional practice to increase clinical success as a health care professional.
- 5) Describe some of the interventions likely to be used by psychologists and psychiatrists when working with disabled populations in order to improve referrals and professional collaboration.

Required Text: Rollnick, S. & Miller, W. & Butler, C. C. (2008). *Motivational Interviewing in Health Care: Helping Patients Change Behavior*. Guilford Press: New York.

This reading is organized so that the assigned reading corresponds with the exercises or skills for the day. This book will be a key resource for class, but you are likely to find that you can skim the book and focus most heavily on the examples provided, since much of the content will be

covered in detail in class. Hopefully this will be a handy reference for use in your clinical work later.

Reserve Readings: Additional required readings are available on E-reserve and are listed on the syllabus below. Readings have been carefully selected to supplement lecture. The reading load appears heavy due to the compressed (6 week) semester. I expect that both lecture and readings will contribute to your growing knowledge base, and some of the readings will significantly overlap with lecture while others will expand on topics covered in class. Empirical papers can, of course, be skimmed with attention to background research, methods, and findings. The course begins with a series of quick readings that focus on clinical skills to give background for skills practices early in the semester. Because of this, the reading is somewhat heavier in the first section of the course. It will be lighter in the second portion of the course---particularly at the end, to allow time for you to work on the learning summary and the case study. While you are expected to do the reading and questions on reading will appear on exams, examinations will focus most heavily on lecture material.

Grades: Your grade in the course will consist of two in-class exams (65 points each, the second exam is not cumulative). The first exam will include an essay, but the second will not. For the final, you will also complete a take home case study analysis in groups of four (25 points). There are three other class assignments in order to engage you more deeply with class material: you will complete a Stress and Cognitive Restructuring assignment (30 points), and a Rich Learning Project (30 points), and (at the end of course) a Learning Summary that summarizes the key ideas/skills/learning that you wish to take from the class (25 points). None of these assignments should be excessively time consuming and they will make the class material more meaningful and memorable. In addition, there will be approximately 35-45 points assigned based on brief exercises or assignments that will be completed in class or between classes. Activities completed in class for points cannot be made up at another time.

Blackboard: I will post Powerpoints for the lectures on BB at least 12 hours prior to each class. Please download and print the Powerpoints (PPT) and bring them to class in order to facilitate your notetaking. I hope that this will free you from heavy notetaking so that you can more completely process information as we move through it. Powerpoints will be organized into two key folders for each class: Theory and Research, and Skills and Interventions. On some days you will also find additional materials posted on BB in a folder called "Supplements" (reference information, forms for class activities, etc). You should also print this material and bring it to class. Because of the length of each class, and my attempts to keep the class time engaging, there is a lot of material that you will need to keep organized. I would suggest that you date materials when you print them, and then use a ring binder to collect and organize course material under the three headings (Theory and Research, Skills and Interventions, and Supplements) as we move through the spring session. Based on feedback from previous classes, I will sometimes not cover every bit of information on the PPT in detail, but I will hit on key or more difficult points and will always be happy to respond to any questions. This will free up more time in class for discussion and supplemental activities such as in class exercises, speakers, and films. However, I expect that you will review the PPTs in detail and will be prepared to respond to questions about the material on exams.

Office Hours: My office is in Allendale; however, for your convenience, I will hold office hours in this same classroom directly after class. If no one comes to meet with me, I will leave after 10 minutes. I am also able to meet before class with an advance appointment.

Attendance: I expect that you will attend class every day unless exceptional circumstances arise. You must be in class on the days that examinations are given—I will not be giving make-up examinations.

Tentative Schedule (likely to change some based on class pace)

DATE	BACKGROUND PSYCHOLOGICAL RESEARCH/THEORY	INTERVENTION/ MENTAL HEALTH RELATED SKILLS AND ISSUES
May 7 MON	Discussion of course goals and overview Contextual factors in clinical outcomes <u>Readings:</u> • <i>Scovern, common factors (optional)</i> • <i>Resnicow, MI (optional)</i> ASSIGNMENT: do questionnaire from CBT and pick issues for self for CBT assignment, do one sample worksheet for next class.	PPT Stress and Cognitive Restructuring CBT Stress Management assignment overview (1 sample to next class) PPT Open and Closed questions <u>Readings:</u> • <i>C. M. Davis, PPI, Ch. 6</i> • <i>M. Davis, CBT Chs 1 & 2,12</i> <i>Active Learning (AL): Open and closed question exercise</i>
May 9 WED	Psychosocial issues with disabilities: Sociocultural Factors <u>Readings:</u> • <i>Foster & Delitto</i> • <i>Craik: value of psychological</i> • <i>Main & George: value of psychological</i> • <i>Elligsen & Aas: work and brain injury</i> ASSIGNMENT: turn in sample CBT on Monday	Review CBT Stress Management worksheets in pairs, address questions MOVIE: “When Billy Broke his Head and Other Tales of Wonder” followed by small group discussion (write up). <u>Readings:</u> • <i>Ch 7 Communication (Davis, PPI)</i> • <i>Prochaska: Stages of change</i>

May 14 MON	Finish Sociocultural Factors <u>Readings:</u> - Hulnick & Hulnick: <i>counseling and disabilities</i> - Gatchel and Ord (Ch. 7, <i>acute and chronic pain</i>) ASSIGNMENT: turn in CBT sample today	Collect CBT, address questions Questioning and Reflection (reflection exercise) MI: Stages of Change, Spirit, Change Talk, Asking MI Video demonstrations perhaps with reluctant client (about 15 minutes) <u>Readings:</u> - Moyers & Fischer: <i>MI overview</i> - Rollnick <i>MI book</i>, pp 3-30 (<i>Intro/Spirit</i>)
May 16 WED	Stress and Disease (skip some parts) <u>Readings (Intro to pain):</u> - Linton: <i>psychology and pain</i> - Hill: <i>back pain</i> - Nicholas: <i>back pain</i> (to pg 745) - Nicholas & George: <i>back pain</i> - Foster editorials: <i>back pain</i> ASSIGNMENT: Complete MI 3.3 for next class	CBT review samples, give tips <i>AL: MI Reflection exercises (reflection response to video, exercise 3.3 on reflection)</i> 1:30 GUEST SPEAKER ON MINDFULNESS (75 mins)
May 21 MON	Pain and Role of Psychological Factors in PT treatment (ex: back pain) <u>Readings (Intro to Grief)::</u> - Helgeson (Ch 13): <i>chronic and terminal illness</i> - Davis (Ch. 16): <i>dying patients</i> - Stroebe (optional) <i>bereavement</i>	Film: Stress, Portrait of a Killer with write up MI: Spirit of MI and use of Reflection (use video demo) <i>AL: MI Reflection exercises (reflection response to video, exercise 3.3 on reflection)</i> <u>Readings:</u> Rollnick <i>MI book</i>, 33-65 (<i>Listen/Reflection</i>)
May 23 WED	EXAM 1 Grief/Mourning (start-about 15 mins) <u>Readings:</u> - Renneberg: <i>Burns</i> - Rolland: <i>life cycle and illness (optional)</i> - Dune: <i>sexuality</i> - Taleporos (optional) <i>sexuality</i> - Hayes: <i>sexuality</i>	EXAM 1 MOVIE “Except for Six” (small group discussion)

May 28 MON	NO CLASS --MEMORIAL DAY!!	
May 30 WED	Grief/Mourning (continued) Self concept and Disfigurement <u>Reading (Introduce family issues):</u> - Seligman Ch. 2 (optional) - Seligman Chs. 4 & 5: pts and childhood with disability PRESENTATION: ADOLESCENT ISSUES PRESENTATION: SCHOOL AGED PARENT ISSUES	MI: Reflection/Directive Reflection <u>Readings:</u> Rollnick MI book (pp. 66-120) AL: Directive Reflection Action and CBT skills: Stress management training STRESS AND COGNITIVE RESTRUCTURING ASSIGNMENT DUE
June 4 MON	Family/relationship functioning with disability Circumplex model Family Issues Child/Pediatric Issues <u>Readings:</u> - Seligman Chs. 6: adolescence/adulthood - Seligman Ch. 7 (optional) - Son: MI (5 pgs) PRESENTATION: SCI PRESENTATION: TBI PRESENTATION: STROKE	12:00 Guest Speaker on Experience of SCI (Chuck Pazdernik)
June 6	Psychosocial issues with some specific populations: SCI, Sexuality <u>Readings:</u> - Seligman Chs. 6: adolescence/adulthood - Seligman Ch. 7 (optional) - Mednick: children with CI - Son: MI INDIVIDUAL RICH LEARNING PROJECTS DUE	MI Values Clarification Identifying Change Talk ASSIGN: Exercise on identifying change talk (5.1) to go over in class next time AL: Change talk quiz, Exercises on identifying change talk MI demonstration video
June 11 MON	Psychosocial issues with some specific populations: Child/Pediatric, Amputation <u>Readings:</u> - Fang: cancer - Phelps: Amputation - Verschuren: sexuality and amputation PRESENTATION: CANCER PRESENTATION: AMPUTATION	GUEST SPEAKER: Neuropsych Assessment—dementia and introduction to neuropsych testing (Jim Deboe, 90 minutes) <u>Readings:</u> - Bernstein: developmental neuropsych (optional) - Nelson: adult neuropsych (optional)

June 13 WED	Psychosocial issues with specific populations: Stroke, TBI, MS <u>Readings:</u> • Levenson: Depression • Katon: Anxiety and depression LEARNING SUMMARIES DUE PRESENTATION: MS PRESENTATION: CAREGIVING FOR DEMENTIA	MOVIE: Alive Day and class discussion Eliciting Change Talk, Agenda Setting AL: Eliciting Change talk AL: Code MI clip AL: Elicit, Provide, Elicit (EPE) Discuss Stress and Cognitive Assignment and integration of skills DEMONSTRATION MI DEMONSTRATION MI DEMONSTRATION MI
June 18 MON	Clinical Disorders: Diathesis/stress model, Depression, Suicidality, Anxiety, etc. Psychopharmacological treatment <u>Readings:</u> • Pope: suicide risk (optional) • DiMatteo: adherence (optional)	Motivational Interviewing: Agenda Setting, EPE MI: finishing up AL: Code MI clip AL: Elicit, Provide, Elicit (EPE) AL: MI integration and overview <u>Readings:</u> • Zweben: MI and adherence (optional) DEMONSTRATION MI DEMONSTRATION MI DEMONSTRATION MI
June 20 (Wed)	FINAL EXAM/CASE STUDY DUE	FINAL EXAM

READINGS (on Course Reserve)

Exam 1 Required:

- Davis, C. M. (2011). The nature of effective helping: Empathy and sympathy vs. pity. In *Patient Practitioner Interaction*. (6th ed.) (pp. 81-88). Thorofare, NJ: SLACK Inc. (Chapter 6). ONLY 91-98.
- Davis, C. M. (2011). Effective communication: Problem identification and helpful responses. In *Patient Practitioner Interaction*. (6th ed.) (pp. 103-108). Thorofare, NJ: SLACK Inc. (Chapter 7).
- Davis, M., Eshelman, E. R. & McKay, M (2008). How you react to stress. In *The relaxation and stress reduction workbook*. (6th ed.) (pp. 1-17). Oakland, CA: New Harbinger Publications, Inc. (Chapter 1).
- Davis, M., Eshelman, E. R. & McKay, M (2008). Body awareness. In *The relaxation and stress reduction workbook*. (6th ed.) (pp. 19-25). Oakland, CA: New Harbinger Publications, Inc. (Chapter 2).
- Davis, M., Eshelman, E. R. & McKay, M (2008). Refuting irrational ideas. In *The relaxation and stress reduction workbook*. (6th ed.) (pp. 135-156). Oakland, CA: New Harbinger Publications, Inc. (Chapter 12).
- Foster, N. E. & Delitto, A. (2011). Embedding psychosocial perspectives within clinical management of low back pain: integration of psychosocially informed management principles into physical therapist practice—challenges and opportunities, *Physical Therapy*, 91, 790-803.
- Prochaska, J. O., Norcross, J. C. & DiClemente (2013). Applying the Stages of Change. In G. P. Koocher, J. C. Norcross & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 176-181). New York: Oxford University Press. (Ch. 34)
- Craik, R. L. (2011). A convincing case –For the psychologically informed physical therapist. *Physical Therapy*, 91, 606-608.
- Main, C. J. & George, S. Z. (2011). Psychosocial Influences on Low Back pain: Why should you care. *Physical Therapy*, 91, 609-612.
- Elligsen, K. L., & Aas, R. W. (2009). Work participation after acquired brain injury: Experiences of inhibiting and facilitating factors. *International Journal of Disability Management Research*, 4, 1-11.
- Hulnick, M. R. & Hulnick, H. R. (1989). Life's challenges: Curse or opportunity? Counseling families of persons with disabilities. *Journal of Counseling and Development*, 68, 166-170.
- Gatchel, R. J. & Oordt M. S. (2003). Acute and Chronic Pain conditions. In R. J. Gatchel & M. S. Oordt, *Clinical Health Psychology in Primary Care* (pp. 117-134). Washington, D. C.: American Psychological Association. (Chapter 7).
- Moyers, T. B. & Fischer, D. J. (2013). Conducting Motivational Interviewing. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 203-206). New York: Oxford University Press. (Chapter 40)
- Rollnick, S. Miller, W. R. & Butler, C. C. (2008). *Motivational Interviewing in Health Care: Helping patients change behavior*. The Guilford Press: New York. [Book to be purchased in the book store]. pp. 1-86.
- Linton, S. J. & Shaw, W. S. (2011). Impact of psychological factors in the experience of pain. *Physical Therapy*, 91, 700-711.

- Hill, J. C. & Fritz, J. M. (2011). Psychosocial influences on low back pain, disability, and response to treatment. *Physical Therapy*, 91, 712-721.
- Nicholas, M. K., Linton, S. J., Watson, P. J., Main, C. J. et al (2011). Early identification and management of psychological risk factors ("yellow flags") in patients with low back pain: A reappraisal. *Physical Therapy*, 91, 737-753.
- Nicholas, M. K. & George, S. Z., (2011). Psychologically informed interventions for low back pain: An update for physical therapists. *Physical Therapy*, 91, 765-776.
- Helgeson, V.S., Zajdel, M. (2017) Adjusting to chronic health conditions. *Annual Review of Psychology*, 6, 545-571
- Davis, C. M. (2016). Communicating with people who are dying and their families. In *Patient Practitioner Interaction*. (6th ed.) (pp. 232-332). Thorofare, NJ: SLACK Inc. (Chapter 18).
- Renneberg, B., Ripper, S., Schulze, J., Seehausen, A., Weiler, M., Wind, G., Hartmann, B., Germann, G., Liedl, A., (2012) Quality of life and predictors of long-term outcome after severe burn injury. *Journal of Behavioral Medicine*, 37, 967-976.

Exam 1 supplemental/fyi

- Scovern, A. W. (1999). From placebo to alliance: The role of common factors in medicine. In Hubble, M.A., Duncan, B. L., & Miller, S. D. (Eds.), In *The heart and soul of change: What works in therapy* (pp. 259-296). American Psychological Association: Washington, D. C. (Chapter 9)
- Resnicow, K., DiIorio, D., Soet, J. E., Borrelli, B., Ernst, D. et al., (2002). Motivational interviewing in medical and public health settings. In *Motivational Interviewing: Preparing people for change*. (2nd ed.) (pp. 251-269). New York: Guilford Press. (Ch. 17)
- Stoebe, M. & Schut, H. (2015) Family matters in bereavement: Toward an integrative intra-interpersonal coping model. *Perspectives on Psychological Science*, 10(6), 873-879.
- Hoosen, J.M., Coetzer, R., Stew, G. & Moore, A. (2013). Patients' experience of return to work rehabilitation following traumatic brain injury: A phenomenological study. *Neuropsychological Rehabilitation*, 23, 19-44.

Exam 2 Required:

- Dune, T. M. (2012). Sexuality and physical disability: Exploring the barriers and solutions in healthcare. *Sexuality and Disability*, 30, 247-255.
- Hayes, S. H. (2011). Sexuality and disability: Effective communication. In *Patient Practitioner Interaction*. (5th ed.) (pp. 231-245). Thorofare, NJ: SLACK Inc. (Chapter 15).
- Rollnick, S. Miller, W. R. & Butler, C. C. (2008). *Motivational Interviewing in Health Care: Helping patients change behavior*. The Guilford Press: New York. [Book to be purchased in the book store]. pp. 66-120.
- Seligman, M, & Darling, R. B. (2007). Becoming the parent of a child with a disability: Reactions to first information. In *Ordinary families, special children: A systems approach to childhood disability* (3rd ed.) (pp. 97-120). New York: Guilford Press. (Ch. 4)
- Seligman, M, & Darling, R. B. (2007). Childhood: Continuing adaptation. In *Ordinary families, special children: A systems approach to childhood disability* (3rd ed.) (pp. 121-152). New York: Guilford Press. (Ch. 5)

- Seligman, M., & Darling, R. B. (2007). Looking to the future: Adolescence and adulthood. In *Ordinary families, special children: A systems approach to childhood disability* (3rd ed). New York: Guilford Press, 153-180. (Ch. 6)
- Mednick, L. (2013). Helping children cope with chronic medical illness. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 414-420). New York: Oxford University Press. (Chapter 86)
- Son, H., Friedmann, E., Thomas, S.A. & Son, Y. (2016) Biopsychosocial predictors of coping strategies of patients postmyocardial infarction. *International Journal of Nursing Practice*. 22, 493-502.
- Fang, C., Daly, M. Miller, S, Zerr, T., Malick, J. et al. (2006). Coping with ovarian cancer risk: The moderating effects of perceived control on coping and adjustment. *British Journal of Health Psychology*, 11, 561-580.
- Phelps, L. F., Williams, R. A., Raichle, K. A., & Turner, A. P. (2008). The importance of cognitive processing to adjustment in the 1st year following amputation. *Rehabilitation Psychology*, 53, 28-38.
- Verschuren, J. E., Geertzen, J.H., Enzlin, P., Dijkstra, P.U. & Dekker, R. (2015) People with lower limb amputation and their sexual functioning and sexual well-being. *Disability and Rehabilitation*. 37(3), 189-193.
- Levenson, J. L. (2005) Depression in the Medically Ill. *Primary Psychiatry*, 12, 22-24.
- Katon, W., Lin E. H. B. & Kroenke, K. (2007). The association of depression and anxiety with medical symptom burden in patients with chronic medical illness. *General Hospital Psychiatry*, 29, 147-155.

Exam 2 Supplemental:

- Taleporos, G., & McCabe, M. P. (2002). The impact of sexual esteem, body esteem, and sexual satisfaction on psychological well-being in people with physical disability. *Sexuality and Disability*, 20, 177-183.
- Seligman, M., & Darling, R. B. (2007). Conceptual framework II: Family systems theory and childhood disability. In *Ordinary families, special children: A systems approach to childhood disability* (3rd ed.) (pp. 17-56). New York: Guilford Press. (Ch. 2)
- Seligman, M., & Darling, R. B. (2007). Effects on the family as a system. In *Ordinary families, special children: A systems approach to childhood disability* (3rd ed). New York: Guilford Press, 181-217. (Ch. 7)
- Rolland, J. S. (2003). Mastering family challenges in serious illness and disability. In *Growing diversity and complexity* (3rd ed.) (pp.460-489). New York: Guilford Press. (Ch. 17)
- Bernstein, J. H., Kammerer, B., & Rey-Casserly, C. (2013). Developmental Neuropsychological Assessment. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 100-109). New York: Oxford University Press. (Chapter 18)
- Nelson, A. P. & O'Connor, M. (2013). Adult Neuropsychological Assessment. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 95-100). New York: Oxford University Press. (Chapter 17)
- Pope, K. S. & Vasquez, M. J. T. (2013). Assessment of suicidal risk. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 31-35). New York: Oxford University Press. (Chapter 5)
- DiMatteo, M. R. (2013). Enhancing patient adherence to treatment. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 182-185). New York: Oxford University Press. (Chapter 35)
- Zweben, A. & Zuckoff, A (2002). Motivational interviewing and treatment adherence. In Miller, W. R. *Motivational Interviewing* (2nd ed.) (pp. 299-319). New York: Guilford Press. (optional)

FOR LATER PROFESSIONAL REFERENCE

- Chambless, D. L. & Klonsky, E. D. (2013). Compendium of Empirically Supported Treatments. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 159-166). New York: Oxford University Press. (Chapter 31)
- Ryan, C. A., & Triev, M. L. (2013). Pediatric Psychopharmacology. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 455-466). New York: Oxford University Press. (Chapter 92)
- Blasey, C., Belanoff, J. K. DeBattista, C., & Schatzberg, A. F. (2013). Adult Psychopharmacology. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp.441-448). New York: Oxford University Press. (Chapter 90)
- Foster, E. O., & Roa-Navarrete, R. R. (2013). Understanding Side Effects and Warnings in Psychopharmacology. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 449-454). New York: Oxford University Press. (Chapter 91)
- Grohol, J. M. (2013). Recommended self-help internet resources for patients. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 517-521). New York: Oxford University Press. (Chapter 101)
- Norcross, J. C. & Campbell, L. F. (2013). Recommended self-help books, autobiographies, and films. In G. Koocher, J. C. Norcross, & B. A. Greene (Eds.), *Psychologists' Desk Reference* (pp. 503-508). New York: Oxford University Press. (Chapter 99)