

PSY 668: Health Profession Disability Psychology
Spring 2021
M, W 8:00-11:30
Taught Remotely

Instructor: Mary Bower Russa, Ph.D.

Email: bowerm@gvsu.edu

Spring phone number: 616-828-9418 (cell)

Office hours: Right after class or by appointment

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/>.

Format: This course will use both synchronous and asynchronous formats. Students should **TENTATIVELY** plan on approximately 2 hrs -2.5 hrs synchronous (8-10:30 AM M,W) and approximately one hour and 15 minutes asynchronous for each class period, but there will be some variation. Additional study time outside of class will be required, as in any class.

The asynchronous component will be in the form of narrated PPT. Although you can watch these PPT at your convenience, you will need to progress through them at the scheduled pace as material will build from one class to the next. More **TENTATIVE** details for each day of class are listed below, but these may change based on our pace with the material. Live virtual (synchronous) classes will involve a mix of lecture, outside speakers, films, discussions, and small group work/partner skills practices.

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.

Reading is organized so that the assigned reading corresponds with the exercises or skills for the day. The 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. **This book is also available electronically for free (see E-reserve on BB).**

E-Reserve Readings: Additional required readings are available on E-reserve and are listed on the syllabus below. Some of the readings will significantly overlap with lecture while others will expand on topics covered in class, and many optional readings are included just for your reference. The readings that are marked ** will be key for you to focus on. **Due to COVID -19 stress, exams will focus primarily (but not entirely) on lecture material.**

Grades: Your grade in the course will consist of two timed, on-line, closed-note exams (45 points each, the second exam is not cumulative). The first exam will include an essay, but the second will not. You will also complete a Rich Learning Project (34 points), and you will participate in PACKBACK class discussions for 5 weeks (40 points total). For the final, you will complete a group case study analysis in which you apply material from across the course (34 points). None of these assignments should be overly time consuming, and they will make the class material more meaningful and memorable. In addition, there will be approximately 32 additional points assigned based on roughly 6 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.

Exam Procedure: We will be using Lockdown Browser and Monitor for exams. This requires a standard computer with camera and an easy software download. A practice test will be available so you can test your equipment in advance of the first exam. This should be done by May 19th to allow time to trouble shoot any difficulties before the first exam.

Blackboard: I will plan post materials in BB no later than Sunday night for the entire next week. There will be subfolders for each day of class that week, with all the materials you will need for that day including links to places within the BB course where key materials are located to make navigation easier. Please download and print the Powerpoints (PPT) in order to facilitate your notetaking for our BB Collaborate class each day.

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 (T&R), Skills and Interventions (S & I), 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.

While the amount of material per “day” may vary (note that you will do the narrated PPT when you want, between classes), the recorded plus live lecture material should take *approximately* 6 hours and 40 minutes per week with a little bit of variation dependent on topics. This reflects the fact that the class is typically scheduled for 3 hours and 20 minutes each day. You will need some additional time outside class for reading, activities and assignments.

Office Hours: I will hold office hours in same Virtual space directly after class, so you can simply stay after class to talk with me. If no one comes to meet with me, I will leave after 10 minutes. I am also able to meet at other times by appointment.

Student meetings with other students: Groups arranged in BB (Discussion Groups and Case Study groups) have their own virtual classrooms that can be used for meeting, if you go under the Groups function, go to your group, and then select BB Collaborate.

Attendance: I expect that you will attend live Synchronous classes every day unless exceptional circumstances arise. You must take exams at the dates and times they are given—I will not be giving make-up examinations except due to documented illness or other very extenuating circumstances.

Tentative Schedule (may change some based on class pace)

DATE	BACKGROUND PSYCHOLOGICAL RESEARCH/THEORY (R & T)	INTERVENTION/ MENTAL HEALTH RELATED SKILLS AND INTERVENTIONS (S & I)	ASSIGNMENTS (TENTATIVE if not in BOLD)
	FORMAT: Asynchronous Narrated PPT	FORMAT: BB Collaborate Sessions (Synchronous/Live)	
	Typically 30 minutes to one hour, but will be longer the last 2 weeks of class	Typically 2-2.5 hours long	
WEEK 1			
May 10 MON	Discussion of course goals and overview Contextual factors in clinical outcomes (about 55 minutes)	PPT Stress and Cognitive Restructuring PPT Open and Closed questions (<i>DEMO: Open and closed question exercise</i>)	<ul style="list-style-type: none"> ASAP Review CBT Stress Management assignment overview
May 12 WED	Psychosocial issues with disabilities: Sociocultural	Review CBT Stress Management worksheets in pairs, address	<ul style="list-style-type: none"> BRING sample CBT

	Factors	<p>questions,</p> <p><i>(DEMO: Another CBT sample)</i></p> <p>MOVIE: “When Billy Broke his Head and Other Tales of Wonder” followed by small group discussion and write up</p>	<p>worksheet to class and work with partner on this</p> <ul style="list-style-type: none"> • Turn in Billy group work after class
WEEK 2			
May 17 MON	Finish Sociocultural Factors	<p><i>(DEMO Questioning and Reflection: Reflection exercise)</i></p> <p>PPT MI: Stages of Change, Spirit, Change Talk, Asking</p> <p><i>(DEMO: MI Video demonstrations perhaps with reluctant client (about 15 minutes)</i></p>	<ul style="list-style-type: none"> • Turn in CBT worksheets (2) • PACKBACK TOPIC: Societal issues with disabilities (Sun-Sat night, post by Wed and Sat at midnight)
May 19 WED	Stress and Disease	<p>CBT review samples, give tips</p> <p><i>DEMOS: MI Reflection exercises (reflection response to video, exercise 3.3 on reflection)</i></p> <p>MOVIE: Stress, Portrait of a Killer</p> <p>MI: Spirit of MI and use of Reflection (use video demo)</p>	<ul style="list-style-type: none"> • Watch Ted Talk “How to Make Stress Your Friend” and turn in individual write up from class film.
WEEK 3			
May 24 MON	Pain and Role of Psychological Factors in PT treatment (ex: back pain)	<p>GUEST SPEAKER ON MINDFULNESS: Katy Chapman (9 AM, 75 mins)</p>	<ul style="list-style-type: none"> • PACKBACK: Pain or Grief related issues in PT (Sun-Sat night, post by Wed and Sat at midnight)
May 26 WED	<p>EXAM 1 (45 points)</p> <p>Grief/Mourning (start-about 15 mins—material is not on Exam 1)</p>	<p>EXAM 1</p> <p>MOVIE “Except for Six”</p>	<ul style="list-style-type: none"> • Take EXAM 1 at 9 AM with Lockdown Browser • Turn in MI 3.3 exercise

WEEK 4			
May 31 MON	NO CLASS --MEMORIAL DAY!!		<ul style="list-style-type: none"> • PACKBACK: Disfigurement or Self concept issues in PT (Sun-Sat night, post by Wed and Sat at midnight)
June 2 WED	Grief/Mourning (continued) Self concept and Disfigurement	MI: Reflection/Directive Reflection <i>DEMO: Directive Reflection</i> Action and CBT skills: Stress management training	<ul style="list-style-type: none"> • Turn in Exercise 3.4
WEEK 5			
June 7 MON	Family/relationship functioning with disability Circumplex model Family Issues Child/Pediatric Issues	MI Values Clarification Identifying Change Talk <i>(DEMO: Change talk quiz, Exercises on identifying change talk)</i> <i>(DEMO: MI demonstration video)</i>	<ul style="list-style-type: none"> • PACKBACK: Stress and Pain with PT, OR Opiate epidemic • Small group write up on Jason/Except for Six • Complete Change Talk Assignment ((5.1) to go over in class next time
June 9 WED	Psychosocial issues with some specific populations: SCI, Sexuality	GUEST SPEAKER: Chuck Pazdernik (coping with SCI), 9 AM	<ul style="list-style-type: none"> • TURN IN RICH LEARNING PROJECTS
WEEK 6			
June 14 MON	Psychosocial issues with some specific populations: Child/Pediatric, Amputation	MOVIE: Alive Day and class discussion Eliciting Change Talk, Agenda Setting <i>DEMOS: Eliciting Change talk</i>	<ul style="list-style-type: none"> • PACKBACK: Relevance of MI in PT (post by Wed, Sat at midnight)
June 16 WED	Psychosocial issues with specific populations: Stroke, TBI, MS	GUEST SPEAKER: Neuropsych Assessment—dementia and introduction to neuropsych testing (Jim Deboe, 9 AM, 90 minutes)	

WEEK 7			
June 21 MON	Clinical Disorders: Diathesis/stress model, Depression, Suicidality, Anxiety, etc. Psychopharmacological treatment	Motivational Interviewing: Agenda Setting, EPE MI: finishing up <i>DEMOS: Code MI clip</i> <i>Elicit, Provide, Elicit (EPE)</i> <i>MI integration and overview</i>	<ul style="list-style-type: none"> • NO PACKBACK
June 23 (Wed)	FINAL EXAM/CASE STUDY DUE	FINAL EXAM	FINAL EXAM /CASE STUDY DUE

Useful tips for Synchronous Sessions

We are likely to use Zoom for class sessions. If we run into problems we will switch to Blackboard Collaborate. If we end up using BB Collaborate, you should ALWAYS use Google Chrome as your web browser. Whenever possible, reboot your computer prior to a session to close apps running in the background that may interfere.

Always test your microphone, video camera and speakers at the start of every virtual session. Try not to sit directly in front of or beside a bright light source. Experiment with moving lamps and your camera until you can see your brightly-lit face on the screen. Covering a bright window may help.

When possible, try to attend your class meetings in quiet, indoor locations to control ambient noise. If you're unable to attend from a quiet location, mute your microphone before joining the class meeting. You will be able to unmute when you need to speak unless the instructor has chosen to mute all students. Whenever possible sit near the Wifi Router if using a wireless connection.

EXAM PROCEDURE AND EQUIPMENT REQUIRED

We will use a software called Lockdown Browser and Monitor when you take exams, and these exams will be timed. The purpose of this software is to simulate the experience of taking an exam in class with your instructor present—you just get to do so at home, on your own time. The Lockdown Browser prevents students from looking at notes and course materials, and from communicating questions and answers with each other.

To ensure that your first exam with LockDown Browser runs smoothly, please take the ungraded Practice Test that will be posted that requires the use of LockDown Browser and Monitor. Ideally, you should use the same computers/devices you'll later use with the graded exams, including the same network/Wi-Fi environment. The Practice Test will be available for the duration of the course, with unlimited attempts, so students can access it again if they use a different computer or Wi-Fi network.

I would like everyone to run through the Practice Test as soon as possible, but no later than May 19th at 11:59pm so that you have time to trouble shoot any problems before the first exam. (Although this is not graded, it is required in order to take Exam 1.) In order to complete the Practice Test, please follow the below INSTRUCTIONS.

Just a couple other notes about exams before you get started:

- I will be asking everyone to use their webcams to show their workspaces and under their workspaces during the so-called Environment Check. I won't be checking those during the Practice Test, but I will during actual Exams. You can practice that process in this Practice Test.
- This idea of having a webcam record you while you take an exam might sound a bit weird. I get it! But again, if you think about it, it's no different than being in class taking an exam. In fact, I have no plans to watch any videos unless the software flags unusual behavior.
- By the same token of not making this weird (for me!), make sure to dress appropriately. No need for tuxedos or formal wear, but wear what you'd wear to class.
- Make sure to install the software (see link below) before you try to take the Practice Test.

INSTRUCTIONS:

LockDown Browser + Webcam Requirement

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature.

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=936312756>

Once Installed

1. Close all open programs.
2. Locate the "LockDown Browser" icon from your desktop and double-click on it.
3. If prompted to close an open program, answer Yes or close the LockDown Browser and close the open program before restarting.
4. You will be presented with the Blackboard Learn Login Page.
5. Click on the "Sign in with third-party account" drop down menu, item #1 as shown in the following image.
6. A URL pops up in the second box as shown in the following image, item #2. Click on the URL. It should read: <https://mybb.gvsu.edu>
7. That will bring up a "MyBb" login page.
8. Login with your GVSU username and password.
9. Navigate to your Course and locate the Practice Test (or Exam 2 when you take that) under Respondus Lockdown Browser and Monitor Exams.
10. If the instructor requires a test password (I won't), a new window will appear asking for the Exam Password. Enter the password and begin the exam.
11. If no password is required to take the exam, Open the quiz/test to begin.
12. Save your individual answers. You can always go back to change your selection and save again.
13. There is a final Save & Submit button that you will need to use at the close of the test.

Note: You won't be able to access the class exams with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

There is no password necessary if you're accessing the Practice Test or the Exams directly from Lockdown. If it's asking for a password, it usually means that you are trying to enter the practice test from your normal browser, and not from the Lockdown software. If you open up the Lockdown software once you've installed it from the correct link (included below again), it asks you to log into Blackboard. Once you're there, you will be able to find and then start the quiz without a password.

Adobe Flash

Windows users need to have [Adobe Flash Player installed](#) to Internet Explorer, even if a different browser is normally used. Mac users must have Adobe Flash Player installed to Safari. A broadband connection is also required. Installing LockDown Browser on your computer also installs Respondus Monitor. **I can also enable the exam to open on a Chromebook with some adjustment to the settings on my end, so please alert me**

if this is your intention and remind me to set that option.

Test Guidelines

When taking an online test, follow these guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
 - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
 - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Info about Monitor

Students will use a webcam to record themselves during the exam. A "startup sequence" includes a webcam check and other requirements set by the instructor, e.g., making a short video of the exam environment. Only the instructor can review video recordings or data from the exam session.

Respondus Monitor automatically flags students for suspicious behavior, such as leaving the computer during the exam, or a different person entering the video frame. This, along with other data, provides useful information to the instructor about the exam session.

The recorded images captured during the online exam is similar to video captured throughout our daily lives at stop lights, an ATM machine, the grocery store, etc. Captured images are securely stored and are only accessible through the course by your instructor.

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
 - If you have run the "System & Network Check" and the "Webcam Check" and are still encountering problems, try to contact the GVSU IT Helpdesk at 331-2101 or at <https://www.gvsu.edu/it/helpdesk/>.
 - Respondus has a Knowledge Base available from support.respondus.com. Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product. If your problem is with a webcam, select "Respondus Monitor" as your product
 - If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it.
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ABOUT PACKBACK

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 20% of your overall course grade.

There will be a Weekly Wednesday at 11:59PM EST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 70, each worth 2pts of each assignment grade
- 3 Responses every week with a minimum Curiosity Score of 70, each worth 6pts of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account"
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
Community Lookup Key: **37c70623-9452-49bf-b398-124695083c52**
3. Follow the instructions on your screen to finish your registration.

Packback will require a paid subscription (about \$29). Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video:

vimeo.com/packback/Welcome-to-Packback-Questions

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. (MAY 10th)
- **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). (MAY 10th)
- 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). (MAY 10th)
- **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). (MAY 10th)
- **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. (MAY 12th)
- **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) (MAY 12th)
- 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). (MAY 12th)
- **Craik, R. L. (2011). A convincing case –For the psychologically informed physical therapist. *Physical Therapy*, 91, 606-608. (MAY 12th)
- **Main, C. J. & George, S. Z. (2011). Psychosocial Influences on Low Back pain: Why should you care. *Physical Therapy*, 91, 609-612. (MAY 12th)
- 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. (MAY 12th)
- 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. (MAY 17th)
- 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) (MAY 17th)
- **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. (MAY 17th, May 19th)
- **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). (MAY 24th)
- **Linton, S. J. & Shaw, W. S. (2011). Impact of psychological factors in the experience of pain. *Physical Therapy*, 91, 700-711. (MAY 24th)

**Hill, J. C. & Fritz, J. M. (2011). Psychosocial influences on low back pain, disability, and response to treatment. *Physical Therapy*, 91, 712-721. (MAY 24th)

**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. (MAY 24th)

**Nicholas, M. K. & George, S. Z., (2011). Psychologically informed interventions for low back pain: An update for physical therapists. *Physical Therapy*, 91, 765-776. (May 24th)

Helgeson, V.S., Zajdel, M. (2017) Adjusting to chronic health conditions. *Annual Review of Psychology*, 6, 545-571. (MAY 26th).

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). (MAY 26th)

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. (JUNE 2nd)

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. (JUNE 2nd)

Hayes, S. H. (2011). Sexuality and disability: Effective communication. In *Patient Practitioner Interaction*. (5th ed.) (pp. 231-245). Thorofare, NJ: SLACK Inc. (Chapter 15). (JUNE 2nd)

**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) (June 7th)

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) (JUNE 7th**)

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) (JUNE 7th**)

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) (**JUNE 7th**)

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. (**JUNE 9th**)

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. (**JUNE 9th**)

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. (**JUNE 14th**)

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