

**PSY 668: Health Profession Disability Psychology**  
**Spring 2022**  
**M, W 12:00-3:30**  
**Hybrid (in class meetings each day)**

**Instructors: Mary Bower Russa, Ph.D.**

**Sylvia Malacore, Ph.D., Guest Instructor on May 18, 23 and 25**

**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 a hybrid format with a combination of in class meetings and asynchronous lecture (to be reviewed on your own) each day. Students should **TENTATIVELY** plan on approximately 2-3 hours of in person time for each day of class. 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. In person class periods 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. **Exams will focus primarily (but not entirely) on lecture material.**

**Grades:** Your grade in the course will consist of two in person, 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 (30 points) and an exercise to learn about Cognitive Behavioral Interventions (15 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 20-30 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.

**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 in person time plus recorded 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 our classroom directly after class, so you can simply stay after class to talk with me. I am also able to meet at other times by appointment.

**Case study groups:** Case Study groups will be arranged in BB (you will assemble your own groups of 4 for this activity).

**Attendance:** I expect that you will attend in person 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	<b>BACKGROUND PSYCHOLOGICAL RESEARCH/THEORY (R &amp; T)</b>  <b>FORMAT: Asynchronous Narrated PPT</b>  <b>Typically 30 minutes to one hour, but will be longer the last 2 weeks of class</b>	<b>INTERVENTION/ MENTAL HEALTH RELATED SKILLS AND INTERVENTIONS (S &amp; I)</b>  <b>FORMAT: BB Collaborate Sessions (Synchronous/Live)</b>  <b>Typically 2-2.5 hours long</b>	<b>ASSIGNMENTS (TENTATIVE if not in BOLD)</b>
<b>WEEK 1</b>			
May 9 MON	<b>Discussion of course goals and overview</b>  <b>Contextual factors in clinical outcomes</b>  (about 55 minutes)	<b>PPT Stress and Cognitive Restructuring</b>  <b>PPT Open and Closed questions</b>  <i>(DEMO: Open and closed question exercise)</i>	<ul style="list-style-type: none"> <li>• <b>ASAP Review CBT Stress Management assignment overview</b></li> </ul>
May 11 WED	<b>Psychosocial issues with disabilities: Sociocultural Factors</b>	<b>Review CBT Stress Management worksheets in pairs, address questions,</b>  <i>(DEMO: Another CBT sample)</i>  <b>MOVIE: “When Billy Broke his Head and Other Tales of Wonder” followed by small group discussion and write up</b>	<ul style="list-style-type: none"> <li>• <b>BRING sample CBT worksheet to class and work with partner on this</b></li> <li>• <b>Turn in Billy group work after class</b></li> </ul>

WEEK 2			
May 16 MON	<b>Finish Sociocultural Factors</b>	<p><i>(DEMO Questioning and Reflection: Reflection exercise)</i>  <b>CBT review samples, give tips</b></p> <p><b>PPT MI: Stages of Change, Spirit, Change Talk, Asking</b></p> <p><i>(DEMO: MI Video demonstrations perhaps with reluctant client (about 15 minutes))</i></p>	<ul style="list-style-type: none"> <li>• <b>PACKBACK TOPIC: Societal issues with disabilities (Sun-Sat night, post by Wed and Sat at midnight)</b></li> </ul>
May 18 WED	<b>Stress and Disease</b>	<p><b>CBT review samples, give tips</b></p> <p><i>DEMOS: MI Reflection exercises (reflection response to video, exercise 3.3 on reflection)</i></p> <p><b>MOVIE: Stress, Portrait of a Killer</b></p> <p><b>MI: Spirit of MI and use of Reflection (use video demo)</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch Ted Talk “How to Make Stress Your Friend” and turn in individual write up from class film.</b></li> </ul>
WEEK 3			
May 23 MON	<b>Pain and Role of Psychological Factors in PT treatment (ex: back pain)</b>	<b>Mindfulness</b>	<ul style="list-style-type: none"> <li>• <b>Turn in CBT worksheets (2)</b></li> <li>• <b>PACKBACK: Pain or Grief related issues in PT (Sun-Sat night, post by Wed and Sat at midnight)</b></li> </ul>
May 25 WED	<b>EXAM 1 (45 points)</b>  <b>Grief/Mourning (start-about 15 mins—material is not on Exam 1)</b>	<b>EXAM 1</b>  <b>MOVIE “Except for Six”</b>	<ul style="list-style-type: none"> <li>• <b>Take EXAM 1</b></li> <li>• Turn in MI 3.3 exercise</li> </ul>
WEEK 4			
May 30 MON	<b>NO CLASS --MEMORIAL DAY!!</b>		<ul style="list-style-type: none"> <li>• <b>PACKBACK: Disfigurement or Self concept issues in PT (Sun-Sat night, post by Wed and Sat at midnight)</b></li> </ul>
June 1 WED	<b>Grief/Mourning (continued)</b>  <b>Self concept and Disfigurement</b>	<p><b>MI: Reflection/Directive Reflection</b></p> <p><i>DEMO: Directive Reflection MI Basic (first quiz)</i></p> <p><b>Action and CBT skills: Stress management training</b></p> <p><b>MI: Identifying Change Talk</b></p>	<ul style="list-style-type: none"> <li>• Turn in Exercise 3.4</li> <li>• <b>Small group write up on Jason/Except for Six</b></li> </ul>

WEEK 5			
June 6 MON	<b>Family/relationship functioning with disability</b> <b>Circumplex model</b> <b>Family Issues</b> <b>Child/Pediatric Issues</b>	<b>MI Values Clarification</b> <b>Eliciting Change Talk</b>  <i>(DEMO: Change talk quiz, Exercises on identifying change talk)</i>  <i>(DEMO: MI demonstration video)</i>	<ul style="list-style-type: none"> <li>• <b>PACKBACK: Stress and Pain with PT, OR Opiate epidemic</b></li> <li>• Complete Change Talk Assignment ((5.1) to go over in class next time</li> </ul>
June 8 WED	<b>Psychosocial issues with some specific populations: SCI, Sexuality</b>	<b>TENTATIVE GUEST SPEAKER: Chuck Pazdernik (coping with SCI)</b>	<ul style="list-style-type: none"> <li>• <b>TURN IN RICH LEARNING PROJECTS ON FRIDAY THIS WEEK (10<sup>th</sup>)</b></li> </ul>
WEEK 6			
June 13 MON	<b>Psychosocial issues with some specific populations: Child/Pediatric, Amputation</b>	<b>MOVIE: Alive Day and class discussion</b>  <b>Agenda Setting/ EPE?</b>  <i>DEMOS: Eliciting Change talk</i>	<ul style="list-style-type: none"> <li>• <b>PACKBACK: Relevance of MI in PT (post by Wed, Sat at midnight) LAST PB WEEK</b></li> </ul>
June 15 WED	<b>Psychosocial issues with specific populations: Stroke, TBI, MS</b>	<b>TENTATIVE GUEST SPEAKER: Neuropsych Assessment—dementia and introduction to neuropsych testing</b>  <b>MI: Agenda Setting and EPE</b>	
WEEK 7			
June 20 MON	<b>Clinical Disorders: Diathesis/stress model, Depression, Suicidality, Anxiety, etc.</b>  <b>Psychopharmacological treatment</b>	<b>Motivational Interviewing: Examples clip with Diabetes</b>  <b>MI: finishing up</b>  <i>DEMOS: Code MI clip</i> <i>Elicit, Provide, Elicit (EPE)</i> <i>MI integration and overview</i>	<ul style="list-style-type: none"> <li>• <b>NO PACKBACK</b></li> </ul>
<b>June 22 (Wed)</b>	<b>FINAL EXAM/CASE STUDY DUE</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM /CASE STUDY DUE</b>

## EXAMS

Two exams will be held in person during regular class time. The first exam will be multiple choice and essay, the final exam (during the final exam period) will be only multiple choice. Each exam should take no longer than 75 minutes. After the first exam, we will take a break and then class will resume.

## 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 about 18 % of your overall course grade.

There will be a Weekly Wednesday at 11:59PM deadline and Saturday 11:59 PM deadline for submission of the postings. 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 (by Wednesday midnight)
- 3 Responses every week with a minimum Curiosity Score of 70, each worth 6pts of each assignment grade (by Saturday at midnight)
- 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](mailto: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: **985c2800-25b1-41eb-841d-70fe11746839**
3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to [www.packback.co/product/pricing](http://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](http://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).

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

<https://www.youtube.com/watch?v=OV7QmikrD68>

## 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*. (6<sup>th</sup> ed.) (pp. 81-88). Thorofare, NJ: SLACK Inc. (Chapter 6). ONLY 91-98. (MAY 10<sup>th</sup>)
- \*\*Davis, M., Eshelman, E. R. & McKay, M (2008). How you react to stress. In *The relaxation and stress reduction workbook*. (6<sup>th</sup> ed.) (pp. 1-17). Oakland, CA: New Harbinger Publications, Inc. (Chapter 1). (MAY 10<sup>th</sup>)
- Davis, M., Eshelman, E. R. & McKay, M (2008). Body awareness. In *The relaxation and stress reduction workbook*. (6<sup>th</sup> ed.) (pp. 19-25). Oakland, CA: New Harbinger Publications, Inc. (Chapter 2). (MAY 10<sup>th</sup>)
- \*\*Davis, M., Eshelman, E. R. & McKay, M (2008). Refuting irrational ideas. In *The relaxation and stress reduction workbook*. (6<sup>th</sup> ed.) (pp. 135-156). Oakland, CA: New Harbinger Publications, Inc. (Chapter 12). (MAY 10<sup>th</sup>)
- \*\*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 12<sup>th</sup>)
- \*\*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 12<sup>th</sup>)
- Davis, C. M. (2011). Effective communication: Problem identification and helpful responses. In *Patient Practitioner Interaction*. (6<sup>th</sup> ed.) (pp. 103-108). Thorofare, NJ: SLACK Inc. (Chapter 7). (MAY 12<sup>th</sup>)
- \*\*Craik, R. L. (2011). A convincing case –For the psychologically informed physical therapist. *Physical Therapy*, 91, 606-608. (MAY 12<sup>th</sup>)
- \*\*Main, C. J. & George, S. Z. (2011). Psychosocial Influences on Low Back pain: Why should you care. *Physical Therapy*, 91, 609-612. (MAY 12<sup>th</sup>)
- Ellingsen, 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 12<sup>th</sup>)
- 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 17<sup>th</sup>)
- 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 17<sup>th</sup>)
- \*\*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 17<sup>th</sup>, May 19<sup>th</sup>)
- \*\*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 24<sup>th</sup>)
- \*\*Linton, S. J. & Shaw, W. S. (2011). Impact of psychological factors in the experience of pain. *Physical Therapy*, 91, 700-711. (MAY 24<sup>th</sup>)

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

\*\*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 24<sup>th</sup>)

\*\*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 24<sup>th</sup>)

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

Davis, C. M. (2016). Communicating with people who are dying and their families. In *Patient Practitioner Interaction*. (6<sup>th</sup> ed.) (pp. 232-332). Thorofare, NJ: SLACK Inc. (Chapter 18). (MAY 26<sup>th</sup>)

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 2<sup>nd</sup>)

### **Exam 1 supplemental/fvi**

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*. (2<sup>nd</sup> 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 2<sup>nd</sup>)

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

\*\*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* (3<sup>rd</sup> ed.) (pp. 97-120). New York: Guilford Press. (Ch. 4) (June 7<sup>th</sup>)



\*\*Seligman, M., & Darling, R. B. (2007). Childhood: Continuing adaptation. In *Ordinary families, special children: A systems approach to childhood disability* (3<sup>rd</sup> ed.) (pp. 121-152). New York: Guilford Press. (Ch. 5) (**JUNE 7<sup>th</sup>**)

\*\*Seligman, M., & Darling, R. B. (2007). Looking to the future: Adolescence and adulthood. In *Ordinary families, special children: A systems approach to childhood disability* (3<sup>rd</sup> ed.). New York: Guilford Press, 153-180. (Ch. 6) (**JUNE 7<sup>th</sup>**)

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 7<sup>th</sup>**)

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 9<sup>th</sup>**)

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 9<sup>th</sup>**)

Phelps, L. F., Williams, R. A., Raichle, K. A., & Turner, A. P. (2008). The importance of cognitive processing to adjustment in the 1<sup>st</sup> year following amputation. *Rehabilitation Psychology*, 53, 28-38. (**JUNE 14<sup>th</sup>**)

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. (**JUNE 14<sup>th</sup>**)

Levenson, J. L. (2005) Depression in the Medically Ill. *Primary Psychiatry*, 12, 22-24. (**JUNE 21<sup>st</sup>**)

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. (**JUNE 21<sup>st</sup>**)

### **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.

Rolland, J. S. (2003). Mastering family challenges in serious illness and disability. In *Growing diversity and complexity* (3<sup>rd</sup> ed.) (pp.460-489). New York: Guilford Press. (Ch. 17)

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* (3<sup>rd</sup> 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* (3<sup>rd</sup> ed). New York: Guilford Press, 181-217. (Ch. 7)

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* (2<sup>nd</sup> 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)

\*\* most important for Spring 2022