

PSY 668: Health Profession Disability Psychology
Spring 2020
M, W 9:00-12:20
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 hours synchronous (9-11 AM M,W) and one hour and 15 minutes asynchronous for each class period. 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 (30 points), and you will participate in Discussion Board Discussions for 4 weeks (40 points total). For the final, you will complete a group case study analysis in which you apply material from across the course (40 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 40-50 additional 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.

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 13th to allow time to trouble shoot any difficulties before the first exam.

Blackboard: I will post Powerpoint Learning Modules on 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 talk about 6 hours and 40 minutes per week. 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: If you click the classroom link, you will also see an option to enter an Open room (24/7) for meetings with other students. Simply enter at the same time and you can have a meeting with all the same features (desk sharing, file sharing, raise hand) that we have in our Virtual classroom. Groups arranged in BB (Discussion Groups and Case Study groups) also 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 BB Collaborate 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) FORMAT: MA synchronous Narrated PPT	INTERVENTION/ MENTAL HEALTH RELATED SKILLS AND INTERVENTIONS (S & I) FORMAT: BB Collaborate Sessions (Synchronous/Live)	ASSIGNMENTS (TENTATIVE if not in BOLD)
WEEK 1			
May 4 MON	Discussion of course goals and overview Contextual factors in clinical outcomes	PPT Stress and Cognitive Restructuring PPT Open and Closed questions (DEMO: Open and closed question exercise)	<ul style="list-style-type: none"> ASAP Review CBT Stress Management assignment overview
May 6 WED	Psychosocial issues with disabilities: Sociocultural Factors	Review CBT Stress Management worksheets in pairs, address questions,	<ul style="list-style-type: none"> BRING sample CBT worksheet to class and work

		<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>with partner on this</p> <ul style="list-style-type: none"> • Turn in Billy group work after class
WEEK 2			
May 11 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) • DISCUSSION BOARD on Societal issues with disability THIS WEEK (Sunday to Saturday—post by Tues, Thurs, and Sat)
May 13 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 integrate this as well and then turn in individual write up from class film with this included.
WEEK 3			
May 18 MON	Pain and Role of Psychological Factors in PT treatment (ex: back pain)	GUEST SPEAKER ON MINDFULNESS: Patti (75 mins)	<ul style="list-style-type: none"> • DISCUSSION BOARD on Psychosocial Issues with some specific sort of disability (post by Tues/Thurs and Sat)
May 20 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 25 MON	<i>NO CLASS --MEMORIAL DAY!!</i>		
May 27 WED	<p>Grief/Mourning (continued)</p> <p>Self concept and Disfigurement</p>	<p>MI: Reflection/Directive Reflection</p> <p><i>DEMO: Directive Reflection</i></p> <p>Action and CBT skills: Stress management training</p>	<ul style="list-style-type: none"> • Turn in Exercise 3.4

WEEK 5			
June 1 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"> DB: Stress and Pain OR Jason/Except for Six (posts by Tues/Thurs, Sat) Complete Change Talk Assignment ((5.1) to go over in class next time
June 3 WED	Psychosocial issues with some specific populations: SCI, Sexuality	GUEST SPEAKER: Chuck Pazdernik (coping with SCI)	<ul style="list-style-type: none"> TURN IN RICH LEARNING PROJECTS
WEEK 6			
June 8 MON	Psychosocial issues with some specific populations: Child/Pediatric, Amputation	GUEST SPEAKER: Neuropsych Assessment—dementia and introduction to neuropsych testing (Jim Deboe, 9 AM, 90 minutes)	<ul style="list-style-type: none"> Discussion Board Weekly Topic: Relevance of MI in PT (post by Tues/Thurs and Sat)
June 10 WED	Psychosocial issues with specific populations: Stroke, TBI, MS	MOVIE: Alive Day and class discussion Eliciting Change Talk, Agenda Setting <i>DEMOS: Eliciting Change talk</i>	
WEEK 7			
June 15 MON WEEK 7	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>	
June 17 (Wed)	FINAL EXAM/CASE STUDY DUE	FINAL EXAM	FINAL EXAM /CASE STUDY DUE

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 4th)
- **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 4th)
- 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 4th)
- **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 4th)
- **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 6th)
- **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 6th)
- 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 6th)
- **Craik, R. L. (2011). A convincing case –For the psychologically informed physical therapist. *Physical Therapy*, 91, 606-608. (MAY 6th)
- **Main, C. J. & George, S. Z. (2011). Psychosocial Influences on Low Back pain: Why should you care. *Physical Therapy*, 91, 609-612. (MAY 6th)
- 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 6th)
- 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 11th)
- **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 11th)
- 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 11th)
- **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 11th, May 18th)
- **Linton, S. J. & Shaw, W. S. (2011). Impact of psychological factors in the experience of pain. *Physical Therapy*, 91, 700-711. (MAY 13th)

**Hill, J. C. & Fritz, J. M. (2011). Psychosocial influences on low back pain, disability, and response to treatment. *Physical Therapy*, 91, 712-721. (MAY 13th)

**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 13th)

**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. (MAY 18th).

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 18th)

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. (MAY 20th)

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) (MAY 4th)

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) (MAY 4th)

Stoebe, M. & Schut, H. (2015) Family matters in bereavement: Toward an integrative intra-interpersonal coping model. *Perspectives on Psychological Science*, 10(6), 873-879. (MAY 18th)

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. (MAY 20th)

Hayes, S. H. (2011). Sexuality and disability: Effective communication. In *Patient Practitioner Interaction*. (5th ed.) (pp. 231-245). Thorofare, NJ: SLACK Inc. (Chapter 15). (MAY 20th)

**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) (May 27th)

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) (MAY 27th**)

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 1st**)

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 1st**)

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 1st**)

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 8th**)

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 8th**)

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 8th**)

Levenson, J. L. (2005) Depression in the Medically Ill. *Primary Psychiatry*, 12, 22-24. (**JUNE 10th**)

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 10th**)

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. (**MAY 20th**)

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) (**MAY 20th**)

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) (**MAY 27th**)

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) (**JUNE 1st**)

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) (**JUNE 8th**)

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) (**JUNE 8th**)

- 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) **(June 10th)**
- 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) **(June 10th)**
- 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) **(JUNE 10th)**

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 2020**