

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4370 3.0: CURRENT ISSUES IN HEALTH PSYCHOLOGY**  
**Wed/2:30-5:30/BSB 204**  
**Winter/2020**

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**Instructor and T.A. Information**

Instructor: Joel Katz

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**Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2240 3.00 (Biological Basis of Behaviour)
- HH/PSYC 3170 3.00 (Health Psychology)
- Must be in a Specialized Honours program in Psychology and have completed at least 84 credits; excluding (EDUC) education courses.

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** [Moodle](#)

**Course Description**

This is an integrated graduate (PSYC 6455/KAHS 6143) - undergraduate (PSYC 4370) seminar course. It's designed to provide an overview of selected topics in clinical and hospital-based health psychology. It is intended to introduce advanced undergraduate students to some of the current theoretical and practical issues in the field of health psychology through readings, class discussion, reflections, presentations, and online multi-media resources. The course will highlight the role of psychological, social, emotional, and behavioral factors in the prevention, etiology, and maintenance of physical and mental conditions.

**Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of current issues in health psychology.
2. Critically evaluate, synthesize and resolve conflicting results in health psychology.
3. Articulate current trends in health psychology.

4. Locate current research articles in health psychology and show critical thinking about research findings.
5. Express knowledge about current issues in health psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

### Specific Learning Objectives

The objectives of the course are to engage students so that they can:

- Critique specific theories in health psychology which provide a conceptual framework for understanding health-compromising and health-enhancing behaviour (e.g., Health Belief Model, Theory of Reasoned Action, Theory of Planned Behavior, Reactance Theory, Transtheoretical Model of Health Behavior Change).
- Evaluate and explain the ways in which psychological and emotional factors are involved in the prevention, etiology, and maintenance of common conditions and diseases such as chronic pain, heart disease, cancer, eating disorders.
- Identify and describe several fascinating mind-body connections including phantom limbs, phantom limb pain, placebo analgesia, and the placebo response, as well explain as the mechanisms underlying their experience.
- Critically evaluate current evidence and theory in health psychology related to preventive and therapeutic interventions for a variety of chronic diseases and conditions as well as addictive behaviours in which health-compromising and health-enhancing behaviours play a role.
- Apply critical thinking skills to published research in health psychology in order to evaluate the methodological quality, limitations, and conclusions that can reasonably be drawn.

Develop and practice public speaking/presentation skills necessary to convey scientific material in a clear, concise, well-organized, and professional manner.

### Required Text

A weekly reading list is presented at the end of this document.

### Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Attendance and Participation	Each class	15%
Written reflection 1	Feb. 5, 2020	10%
Presentation	March 4 – April 1, 2020	20%
Term paper	April 3, 2020	45%
Written reflection 2	April 3, 2020	10%
<b>Total</b>		<b>100%</b>

## Description of Assignments

Grades will be determined on the basis of four assignments plus attendance and participation as described below.

### 1. Attendance and Participation

Undergraduate students – 15%

Attendance and participation will be graded for each class (except the first) according to a 0-4 marking template/rubric which will be presented and described in the first class. The following rubric will be used and applied relative to the student's level (Expectations for undergraduate students will be lower than for graduate students). Briefly, a grade of 0 is assigned if the student is absent, 1 if the student responds when asked to but doesn't provide much of a response or is "off-base" and if the student doesn't spontaneously contribute to class discussions; 2 if the student is adequately prepared for class, responds without much elaboration, generally does not spontaneously join in in class discussions; 3 if the student shows a good to very good understanding when engaged, contributes consistently and positively to class discussions, and generally shows active engagement with the topic and peers; 4 if the student shows excellent/outstanding preparation and understanding of class material and discussions, spontaneously and frequently joins in class discussions (without monopolizing), offers constructive feedback/responses to peers, and produces thoughtful, novel, and interesting ideas.

### 2. Written Reflections

Undergraduate students – 20%

- a. **Reflections on an Interview with a health psychologist.** At the first class, students will be provided with a list of hospital- or community-based health psychologists who have agreed to be interviewed. Students will contact the psychologist of their choice and arrange a time to meet in person, by telephone or video call (Skype, FaceTime, Google Duo). Students will decide on the structure and content of the interview with help from the course instructor and will write a 2-3-page narrative/reflection on the interview.
- b. **Process Reflection on their Class Presentation.** At the end of the course, students will be required to hand in a 2-3-page process reflection assignment reflecting upon what they learned from the process of presenting during the class. Possible topics to address include how their expectations of the presentation fit with the actual experience of presenting (did it go as expected, did anything unexpected occur and if so how did they handle it?); what they did that was effective/ineffective; aspects of the experience that were most challenging/difficult/easy; personal qualities that made the presentation more or less successful; whether and in what way their peers enhanced/diminished the experience, would they do it again and if so why and what they would change; and if not, why not?; what if anything they learned about themselves as a result of the presentation. Note that this assignment is not about cognitive reflection (i.e., content learning) but what they learned in the *process* of public speaking. Each written reflection is worth 10%.

### **3. Oral Presentation**

Undergraduate students – 20%

This assignment involves leading a seminar on a topic chosen from a pre-selected list provided by the instructor. The student will be responsible for (i) presenting an overview of the topic of choice including a review of theoretical developments and recent empirical literature and (ii) leading the class in a discussion. Students responsible for the seminar may choose their own readings in consultation with the instructor. Students are expected to (i) select a topic and a date to lead the seminar by the second class, (ii) meet with the instructor at least one week before the presentation date to review progress and an outline and (iii) prepare a handout describing the aims and objectives of their session, summarizing briefly the content of the presentation and listing discussion points.

The presentation is to be 20-25 minutes in duration. Students will be graded on theoretical developments and empirical literature covered (5%), quality of slides (5%), leading class discussion (5%), class handout (5%).

### **Term Paper**

Undergraduate students – 45%

The term paper is to be on a topic of the students' choice related to material covered in the course and selected from a pre-determined list. Students may select a topic not on the list after consultation with and approval from the course instructor. The term paper is to be on a topic unrelated to the student's presentation and is due on the last day of classes. The paper should follow the guidelines for formatting and referencing outlined in the Publication Manual of the American Psychological Association (7th edition). Students are expected to meet with the instructor to discuss the topic of their paper and to submit an outline of the paper for feedback.

For undergraduate students, the term paper should be 10 typed, double-spaced pages excluding references.

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2019-20](#)

### Missed Tests/Midterm Exams/Late Assignment:

For any missed tests, midterm exam or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed tests, midterm exam or late assignments.

In addition, to the online form, students documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., MUST submit official documentation (e.g. [Attending Physician Statement](#))

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

**\*Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

### Information on Plagiarism Detection

Written assignments will be submitted to plagiarism detection software.

### Electronic Device Policy

### Attendance Policy

Attendance and participation will be graded for each class (except the first) according to a 0-4 marking template/rubric which will be presented and described in the first class. The following rubric will be used and applied relative to the student's level (Expectations for undergraduate students will be lower than for graduate students). Briefly, a grade of 0 is assigned if the student is absent, 1 if the student responds when asked to but doesn't provide much of a response or is

“off-base” and if the student doesn’t spontaneously contribute to class discussions; 2 if the student is adequately prepared for class, responds without much elaboration, generally does not spontaneously join in in class discussions; 3 if the student shows a good to very good understanding when engaged, contributes consistently and positively to class discussions, and generally shows active engagement with the topic and peers; 4 if the student shows excellent/outstanding preparation and understanding of class material and discussions, spontaneously and frequently joins in class discussions (without monopolizing), offers constructive feedback/responses to peers, and produces thoughtful, novel, and interesting ideas.

### **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

### **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

### **Electronic Devices During a Test/Examination**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

### **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

### Course Materials Copyright Information

These course materials are designed for use as part of the course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

### Course Schedule

#### CURRENT ISSUES IN HEALTH PSYCHOLOGY

PSYC 4370 3.0

WINTER 2020

Week	Date	Topic
1	Jan. 8	Introduction: History and evolving status of Health Psychology
2	Jan. 15	Health belief models and theories of health behaviour change
3	Jan. 22	Phantom limbs and phantom limb pain: Prototypical examples of the mind-body connection
4	Jan. 29	Acceptance and Commitment Therapy for chronic health conditions <b>Dr. Aliza Weinrib</b> , Psychologist, Transitional Pain Service, Department of Anesthesia and Pain Management, Toronto General Hospital
5	Feb. 5	Yoga for chronic health conditions – psychological and emotion effects <b>Dr. Kathryn Curtis</b> , Postdoctoral Fellow & Psychologist, Transitional Pain Service Department of Anesthesia & Pain Management, Toronto General Hospital
6	Feb. 12	Health psychology in a hospital oncology setting: Psychosocial approaches to diagnosis and management across the disease trajectory <b>Dr. Andrew Matthew</b> , Prostate Cancer Prevention Clinic, Princess Margaret Hospital
	<b>Feb. 19</b>	<b>Co-Curricular Week – No Classes</b>
7	Feb. 26	Effects of social isolation on health and wellbeing

**Dr. Sander Hitzig**, Scientist, Sunnybrook Health Science Centre, St. John's Rehab

8	March 4	Student presentations and discussion
9	March 11	Student presentations and discussion
10	March 18	Student presentations and discussion
11	March 25	Student presentations and discussion
12	April 1	Student presentations and discussion

## LIST OF WEEKLY TOPICS AND READINGS

1. health psychology: introduction to the special issue, a view from the decade of behavior. *J Consult Clin Psychol*, 70(3), 459-62.
2. Stone, G. C. (1982). Health Psychology, a new journal for a new field. *Health Psychology*, 1, 1-6.
3. Taylor, S. E. (1987). The progress and prospects of Health Psychology: Tasks of a maturing discipline. *Health Psychology*, 6, 73-87.

**Jan. 15, 2020**

### **WEEK 2 - Health Belief Models and Theories of Health Behaviour Change**

1. Prochaska, J. O., Redding, C.A., & Evers, K.E. (2015). The Transtheoretical Model and Stages of Change. In: Glantz, K., Rimer, B.K., Viswanath, K. (Eds.). *Health behavior: Theory, research, and practice* (5th ed.) (pp. 125-148). San Francisco, CA.: Jossey-Bass.
2. Sugg Skinner, C., Tiro, J., & Chapman, V.L. (2015). The Health Belief Model. In: Glantz, K., Rimer, B.K., Viswanath, K. (Eds.). *Health behavior: Theory, research, and practice* (5th ed.) (pp. 75-94). San Francisco, CA.: Jossey-Bass.

### **Additional Readings:**

1. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review*, 84, 191-215.
2. Brehm, S. S. (1976). Reactance Theory, *The Application of Social Psychology to Clinical Practice* (pp. 15-63). New York, NY: John Wiley.
3. Fogarty, J. S. (1997). Reactance theory and patient noncompliance. *Soc Sci Med*, 45(8), 1277-88.
4. Janz, N. K., & Becker, M. H. (1984). The Health Belief Model: A decade later. *Health Education Quarterly*, 11, 1-47.
5. Leventhal, H., Diefenbach, M., & Leventhal, E. A. (1992). Illness cognition: Using common sense to understand treatment adherence and affect cognition interaction. *Cognitive Therapy and Research*, 16, 143-163.
6. Montaña, D.E., Kasprzyk, D. (2015). Theory of Reasoned Action, Theory of Planned Behavior, and the integrated Behavioral Model. In: Glantz, K., Rimer, B.K., Viswanath, K. (Eds.). *Health behavior: Theory, research, and practice* (5th ed.) (pp. 95-124). San Francisco, CA.: Jossey-Bass.
7. Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, 47, 1102-14.
8. Rabiau, M., Knäuper, B., & Miquelon, P. (2006). The eternal quest for optimal balance between maximizing pleasure and minimizing harm: The compensatory health beliefs model. *British Journal of Health Psychology*, 11, 139-153.

Jan. 22, 2020

**WEEK 3 – (a) Pain: mechanisms and management**

**(b) Phantom limbs and phantom limb pain: Prototypical examples of the mind-body connection**

1. Melzack, R. & Katz, J. (2013). Pain. *WIREs Cogn Sci*, 4, 1–15. <https://firsthand.com/paperz/Melzack2013.pdf>
2. Jensen, M.P. & Turk, D.C. (2014). Contributions of psychology to the understanding and treatment of people with chronic pain: Why it matters to ALL psychologists. *American Psychologist*, 69(2), 105-118.
3. Aternali, A., & Katz, J. (2019). Recent advances in understanding and managing phantom limb pain. *F1000Research*, 8:1167, 1-11. <https://f1000research.com/articles/8-1167/v1>
4. Livingston, W. K. (1998). Phantom limb pain. In H. L. Fields (Ed.), *Pain and suffering* (pp. 69-77). Seattle, WA: IASP Press.

**Additional Readings:**

1. Cole, J., Crowle, S., Austwick, G., & Slater, D. H. (2009). Exploratory findings with virtual reality for phantom limb pain; from stump motion to agency and analgesia. *Disabil Rehabil*, 31(10), 846-854.
2. Dickenson, A. (2010). Update on Pain mechanisms. Presented at the *Welsh Pain Society Meeting*, Cardiff, Wales (November 2010). <https://vimeo.com/88634321>
3. Herta, F., Diers, M., & Andoh, J. (2013). The neural basis of phantom limb pain. *Trends in Cognitive Sciences*, 17 (7), 307-308.
4. Katz, J. & Rosenbloom, B.R. (2015). The Golden Anniversary of Melzack and Wall's Gate Control Theory of Pain: Celebrating fifty years of pain research and management. *Pain Research and Management* 20(6), 285-286. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4676495/pdf/prm-20-285.pdf>
5. Katz, J., Rosenbloom, B.R., Fashler, S. (2015). Chronic Pain, Psychopathology, and DSM-5 Somatic Symptom Disorder. *Canadian Journal of Psychiatry*, 60(4), 160-167. <https://journals.sagepub.com/doi/pdf/10.1177/070674371506000402>
6. Melzack, R. (1989). Phantom limbs, the self, and the brain (The D.O. Hebb memorial lecture). *Can Psychol*, 30, 1-16. [http://www.psych.mcgill.ca/perpg/fac/melzack/phantom\\_limbs.pdf](http://www.psych.mcgill.ca/perpg/fac/melzack/phantom_limbs.pdf)
7. Mitchell, S.W. (1896). The case of George Dedlow. *Atlantic Monthly*, 18 (105), 1-11 (<https://www.theatlantic.com/magazine/archive/1866/07/the-case-of-george-dedlow/308771/>)

8. Nikolajsen, L. (2013). Phantom pain. In S.B. McMahon, M. Koltzenburg, Tracey, I., Turk, D.C. (Eds), *Wall & Melzack's Textbook of Pain* (6th ed., pp 915-925 ) Philadelphia, PA: Elsevier Saunders.
9. Ramachandran, V. S., & Altschuler, E. L. (2009). The use of visual feedback, in particular mirror visual feedback, in restoring brain function. *Brain*, 132(Pt 7), 1693-1710.
10. Turk, D.C., Wilson, H.D., Cahana, A. (2011). Treatment of non-cancer pain. *Lancet*, 377, 2226-2235.

#### **WEEK 4 - Dr. Aliza Weinrib - Acceptance and Commitment Therapy for chronic health conditions**

1. Gregg, J.A., Callaghan, G.M., Hayes, S.C., & Glenn-Lawson, J.L. (2007). Improving diabetes self-management through acceptance, mindfulness, and values: a randomized controlled trial. *JCCP*, 75(2), 336-343.
2. Speca, M., Carlson, L.E., Goodey, E., & Angen, M. (2000). A randomized, wait-list controlled clinical trial: the effect of a mindfulness meditation-based stress reduction program on mood and symptoms of stress in cancer outpatients. *Psychosomatic Medicine*, 62(5), 613-622.

#### **Additional Reading**

1. Germer, C.K. (2013). Mindfulness. What is it? What does it matter? In Germer, G.K., Siegel, R.D., & Fulton, P.R. (Eds.), *Mindfulness and psychotherapy* (2<sup>nd</sup> ed.) (pp. 3-35). New York, NY: Guilford.
2. Weinrib, A.Z., Azam, M.A., Birnie, K., Burns, L.C., Clarke, H., & Katz, J. (2017). The psychology of persisting post-surgical pain: New frontiers in risk factor identification, prevention, and management. *British Journal of Pain*, 11(4), 169-177. doi/10.1177/2049463717720636.
3. Weinrib, A., Burns, L., Mu, A., Azam, M.A., Ladak, S.S.J., McRae, K., Katznelson, R., Azargive, S., Tran, C., **Katz, J.**, & Clarke, H. (2017). A case report on the treatment of complex chronic pain and opioid dependence by a multidisciplinary transitional pain service using the ACT Matrix and buprenorphine/naloxone. *Journal of Pain Research*, Mar 27, 10, 747-755. doi: 10.2147/JPR.S124566

**Feb. 5, 2020**

#### **WEEK 5 – Dr. Kathryn Curtis - Yoga for chronic health conditions – psychological and emotional effects**

1. Curtis, K.J.B., Osadchuk, A., & Katz, J. (2011). An eight-week yoga intervention is associated with improvements in pain, psychological functioning and mindfulness and changes in cortisol levels in women with fibromyalgia. *Journal of Pain Research*, 4, 189-201. <http://dx.doi.org/10.2147/JPR.S22761>
2. Curtis, K., Hitzig, S.L., Bechsgaard, G., Stoliker, C., Alton, C., Saunders, N., Leong, N., & Katz, J. (2017). Evaluation of a specialized yoga program for persons with spinal cord

injury: A pilot, randomized controlled trial. *Journal of Pain Research*, 10, 999-1017. DOI <https://doi.org/10.2147/JPR.S130530>

### **Additional Readings:**

1. Curtis, K.J.B., Weinrib, A., & Katz, J. (2012). Systematic review of yoga for pregnant women: Current status and future directions. *Evidence-Based Complementary and Alternative Medicine*, 2012, 1-13. doi:10.1155/2012/715942
2. Curtis, K., Hitzig, S.L., Leong, K., Wicks, C., Ditor, D.S., & Katz, J. (2015). Evaluation of a modified yoga program for persons with spinal cord injury: A pilot study. *Therapeutic Recreation Journal*, 49 (2), 97-117.
3. Curtis, K., Kuluski, K., Bechsgaard, G., Ridgway, J., & Katz, J. (2016). Evaluation of a specialized yoga program for persons admitted to a complex continuing care hospital: A pilot study. *Evidence-Based Complementary and Alternative Medicine*, 2016, 1-16. <http://dx.doi.org/10.1155/2016/6267879>
4. Sherman KJ. Guidelines for developing yoga interventions for randomized trials. *Evidence-Based Complementary and Alternative Medicine*, 2012 (2012):143271.

**Feb. 12, 2020**

### **WEEK 6 - Dr. Andrew Matthew - Health psychology in a hospital oncology setting: Psychosocial approaches to diagnosis and management across the disease trajectory**

1. Neville, S.A., Sanson-Fisher, R.W., & Savolainen, N.J. (2002). Systematic review of psychological therapies for cancer patients: overview and recommendations for future research. *Journal of the National Cancer Institute*, 94(8), 558-584.
2. Rodin, G. & Gillies, L.A. (2000). Individual psychotherapy for the patient with advanced disease. In the *Handbook of Psychiatry in Palliative Medicine*. Chochinov, H.M., Breitbart, W. (eds) Oxford University Press pp. 189-196.
3. Cunningham, A.J., Edmonds, C.V.I., Phillips, C., Soots, K.I., Hedley, D., and Lockword, G.A. (2000). A prospective longitudinal study of the relationship of psychological work to duration of survival in patients with metastatic cancer. *Psycho-oncology*, 9, 323-339.

### **Additional Readings**

1. Glaser, R., & Kiecolt-Glaser, J. K. (2005). Stress-induced immune dysfunction: implications for health. *Nat Rev Immunol*, 5(3), 243-251
2. Goodwin, P. J., Leszcz, M., Ennis, M., Koopmans, J., Vincent, L., Guther, H., et al. (2001). The effect of group psychosocial support on survival in metastatic breast cancer. *N Engl J Med*, 345(24), 1719-1726.
3. Rosenberg, H. J., Rosenberg, S. D., Ernstoff, M. S., Wolford, G. L., Amdur, R. J., Elshamy, M. R., et al. (2002). Expressive disclosure and health outcomes in a prostate cancer population. *Int J Psychiatry Med*, 32(1), 37-53.

4. Spiegel, D. (2001). Mind matters -- group therapy and survival in breast cancer. *N Engl J Med*, 345(24), 1767-1768.

**Feb. 19, 2020 - Reading Week – no classes**

**Feb. 26, 2020**

**WEEK 8 – Dr. Sander Hitzig - Effects of social isolation on health and wellbeing**

1. Robinson-Whelen, S., Taylor, H.B., Feltz, M., & Whelen, M. (2016). Loneliness among people with spinal cord injury: Exploring the psychometric properties of the 3-item Loneliness Scale. *Arch Phys Med Rehabil*, 97(10), 1728-1734. [http://dx.doi.org/doi: 10.1016/j.apmr.2016.04.008](http://dx.doi.org/doi:10.1016/j.apmr.2016.04.008)
2. Zinman, A., Digout, N., Bain, P., Haycock, S., Hebert, D. & Hitzig S.L. (2014). Evaluation of a community reintegration outpatient program (CROP) service for community-dwelling persons with spinal cord injury. *Rehabilitation Research and Practice*, Article ID 989025. <http://dx.doi.org/10.1155/2014/989025>

**Additional Readings:**

3. Hitzig S.L., Hunter, J.P., Ballantyne, E., Katz, J., Rapson, L., Craven, B.C., & Boschen, K. (2017). Outcomes and reflections on a consensus-building workshop for developing a spinal cord injury-related pain research agenda. *Journal of Spinal Cord Medicine*, 40(3), 258-267. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5472012/>
4. Loh E, Guy SD, Mehta S, Moulin DE, Bryce TN, Middleton JW, ... & Wolfe, D. (2016). CanPainSCI Rehabilitation Clinical Practice Guideline for Management of Neuropathic Pain after Spinal Cord Injury: Introduction, methodology, and recommendation overview. *Spinal Cord*, 54 Suppl 1:S1-S6.

**March 4, 2020**

**WEEK 9 – Student Presentations – Topics and Readings to be Assigned**

**March 11, 2020**

**WEEK 10 – Student Presentations – Topics and Readings to be Assigned**

**March 18, 2020**

**WEEK 11 – Student Presentations – Topics and Readings to be Assigned**

**March 25, 2020**

**WEEK 12 – Student Presentations – Topics and Readings to be Assigned**

**April 1, 2020**

**WEEK 13 – Student Presentations – Topics and Readings to be Assigned**