

**REHABILITATION PSYCHOLOGY 4040 60A
2014/2015
INSTRUCTOR: Eموke Jozsvai Ph.D. C. Psych.**

**THURSDAYS: 8:30-11:30 SECRETARY: AGNES LEVSTIK
ROOM: Founders College 110 Room 291 BSB T: 416-736-5125
Office hours: by appointment before or after class
Telephone: 905-509-3424 between 9:00 am and 5:00 pm; telephone calls will be
returned within 24-hours. Email: emoke@yorku.ca**

Prerequisites: PSYC 2130 3.0 and PSYC 3140 3.0. Students must be in an Honors Program in Psychology and have completed 14 university courses or 84 credits (Excluding Education Courses) or obtain written permission of the instructor.

Goals and objectives

This course includes topics on assessment and treatment of psychological and neurocognitive impairments due to illness, physical injury, and developmental disorders. Students become familiar with rehabilitation and therapeutic strategies for working with people with disabilities. Competencies will be developed by discussions of assigned readings, seminar presentations, lectures and demonstration by the instructor, pilot research project, small-group activities in class, and at-home assignments.

Selected chapters from the following texts:

Brown, I., & Percy, M. (Eds.) (2007). A Comprehensive Guide to Intellectual & Developmental Disabilities Brookes. On reserve 2 hr loan

***Doidge, N. (2007) The Brain that Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science Viking. (pbk) Ebook available at York Library**

Raskin, S. A. Neuroplasticity and Rehabilitation. Chapter 5. Cognitive Reserve. Ebook available at York library

***R.G. Frank & T.R. Elliott (Eds) (2000) Handbook of Rehabilitation Psychology American Psychological Association Washington DC. Ebook available at York Library**

***Shay, J. (2002). Odysseus in America: Combat Trauma and the Trials of Homecoming Scribner. (pbk). on reserve 2 hr loan**

***Grossman, D. (2009). On Killing: The Psychological Cost of Learning to Kill in War and Society. Back Bay Books. (pbk) On reserve 2 hr loan.**

***Teasdale, J. Williams, M. Segal, Z. (2014) The Mindful Way Workbook. Guilford Press**

Resources for seminar presentations and pilot research:

Matsakis, A. (1996) Vietnam Wives: Facing the Challenges of Life with Veterans Suffering from Post-Traumatic Stress Disorder. 2nd Ed Sidran Press. (pbk) – On reserve 2 hr loan

Raskin, S. A (Ed) (2011) Neuroplasticity and Rehabilitation Guilford. EBook available at York library

Sohlberg, M.M. & Turkstra, L. S. (2011) Optimizing Cognitive Rehabilitation On reserve 2 hr loan

Baer, R. (Ed.) (2006) Mindfulness-Based Treatment Approaches: Clinician's Guide to Evidence Base and Applications Academic Press. On reserve 2 hr loan

COURSE EVALUATION CRITERIA

1. Class Participation and reading assignments 10%

Class Participation is evaluated based on participation in discussion, asking questions during seminars and preparedness as demonstrated by familiarity with the specified topic through the assigned readings.

Attendance in class is expected unless excused by the instructor for acceptable reasons (illness, etc.). Students will sign in/out on an attendance sheet at the end of each class noting the time of arrival. Reasonable accommodation will be provided for individuals with disabilities so that they may fully participate in class. Please let the office assisting students with disabilities know your needs in advance. Laptop computers may be used in class for taking notes.

Students will prepare for discussion points/impressions in form of questions, reactions, in writing, for each class, based on the assigned readings. These should be reactions to the material, i.e., insights, experiences, or opinions related to the topics. Students will discuss during class the assigned reading(s) or moderate a discussion related to another student's class presentation. The 'impression' notes to be submitted before each class. Late submissions (after class, next day etc.) are not allowed without justification (not being in classes because of illness, etc).

Reading assignments: Begin with your name, date. i) TYPED

SUMMARY: Prepare a five or six sentence summary of "Name of Article".

Your summary should give a person who has never read the article a sense of what it includes. Try to be as concise, precise and "objective" as possible at this stage. ii) **LIST OF THE MAIN POINTS:** Choose and record two or three salient points from the reading. These should not be summaries of the reading, but should identify key ideas. You may use quotations. iii) **REFLECTIONS:** Think about and respond to each point that you have chosen. **REFLECTIONS** should go deeper than "I like this idea" or "The author writes well and presents his ideas clearly" or "This is confusing and badly presented or awesome etc." **REFLECTIONS** should reflect thoughtful views on the implications of what the author is saying. iv) **A PERSISTING QUESTION:** When you have completed steps 1-3, write down one persisting question that remains with you. Give one reason why this question continues to be significant.

2. Organization and conduct of one seminar 20%

Seminar topics are listed in the Syllabus for each class. Two or 3 students will present in each class during the first semester. Each student's presentation will be approximately 30-40-min long (not less) followed by class discussion.

As seminar leaders, students will review the assigned reading outlined in the Syllabus, supplementing it with latest research on the topic. Canadian content regarding prevalence rates, treatment options and outcome should be included in the presentation. The emphasis should be on rehabilitation outcome and not on treatment process.

Seminar leaders will conduct discussions emerging from questions about the assigned readings. A set of core references, in the textbooks and reserved material will give focus and direction for the majority of seminar topics. Seminar leaders provide the course director, one week in advance, the outline of their presentation, the literature to be reviewed, proposed handouts etc).

There is computer in class for Power Point. No more than 20 slides, with maximum of 10 lines of text on a single slide, are allowed for each student presentation. The presenter will elaborate/explain the points depicted on the slides instead of reading notes or from the slides. Students are responsible for setting up the visual aids. Power Point presentation will be submitted on the day of presentation. A 30-minute long (+/- few minutes) clip from a movie/documentary may be used for illustration. The presenters must prepare, i.e., connect the film-segment prior to their in-class presentation.

Classroom etiquettes will be discussed during the first lecture.

3. Review paper as part of a proposed pilot research project 15%

Papers must be 6-7 pages long (excluding references and title page), in APA style format, with at least 10 journal articles reviewed and referenced. The Review Paper should be on an area of rehabilitation that is different from what the student covered in his/her seminar presentation. Submit to Moodle on due date.

Examples of topics:

- Interventions for children with FAS or Autism or other ID
- Refugee mental health access and barriers to rehabilitation
- Family caregivers of people with dementia, or TBI, or mental illness
- New approaches for rehabilitation of opiate addiction
- Cognitive prosthetics, brain-computer interface the state of the art
- Computers in rehabilitation
- Neurofeedback and biofeedback
- Other topics specific to student's interest are allowed if thematically related to course objectives

4. Test (Second Semester) 30%. Topic and format will be announced prior to the exam. Exam questions will be provided in advance and thus students can prepare for the test.

5. Mindfulness Meditation practice log and reflections on mindfulness principles 10%

5. Pilot research proposal (Second Semester) 15%

Extending their Review paper with 'rationale' for their proposed research and a Method section, students will prepare a proposal for a pilot research project. The project should not be a replication of a published research, or a project that

the student is involved with in another class. DATA COLLECTION IS NOT INVOLVED. Students will present their literature review and proposed research in class for discussion (of design and methods). At the day of their presentation they will hand in the Method section (3-4 pgs) of the Pilot project and upload it on Turnetin.

COURSE SYLLABUS

**September 11
Seminar 1**

**Overview of the course
Developmental Disability
Eugenics: a Canadian perspective
Suggested: <http://www.un.org/disabilities>
Film: CBC Eugenics (Instructor) “The Sterilization of Leilani Muir”**

**September 18
Seminar 2**

**Developmental Disability
(3) Foetal Alcohol Syndrome and executive dysfunction.
Read Comprehensive Guide to Intellectual & Developmental Disabilities, Chapter 2 and Chapter 14.
<http://fasdjustice.on.ca>
<http://news.gov.mb.ca/news/index.html>
<http://www.phac-aspc.gc/fasd-etcaf/index-eng.php>
Film: FAS and the Justice System (Instructor)**

**September 25
Seminar 3**

**Neuroplasticity
Read: The Brain that Changes Itself Chapter 1, 2, 3
Film: Norman Doidge with David Suzuki (York Library)**

Students must sign up for seminar presentations

**October 2
Seminar 4**

**Dementia; neuropathology, symptoms, epidemiology.
Read: Raskin, S. A. Neuroplasticity and Rehabilitation.
Chapter 5. Cognitive Reserve
Rising Tide
http://www.alzheimer.ca/english/rising_tide/rising_tide.htm**

**October 9
Seminar 5**

**Stroke and CI-Therapy
READ: The Brain that Changes Itself Chapter 5
Handbook of Rehabilitation Psychology Chapter 22**

**October 16
Seminar 6**

Cognitive rehabilitation; assessment and APT demonstrations

Read:

***Student presentations**

**October 23
*Seminar 7**

Psychiatric Casualties in War: Complex PTSD, Vietnam, Iraq and Afghan War Veterans

Read: Grossman, D: On Killing. Pgs 233-299.

(Seminar leaders may also review: Vietnam Wives Chapters 1, 2, 5)

**November 6
*Seminar 8**

(1) Group and Milieu Therapy for Vietnam Veterans with Complex PTSD.

(2) Virtual Reality therapy for War Veterans.

(3) Mindfulness training in Marines

Read: Shay and Munroe: Chapter 17, 18, 19.

Munroe, J. E. (1996) The loss and restoration of community: the treatment of severe war trauma.

Journal of Personal and Interpersonal Loss, 1:393-409.

Johson et. al., (2014) Modifying resilience Mechanism in At-Risk Individuals: A controlled Study of Mindfulness Training in Marines Prepared for Deployment.

American Journal of Psychiatry (2014). Pp 1-10

**November 13
*Seminar 9**

Applications of Mindfulness Based Cognitive Therapy: Mindfulness meditation and neuroplasticity.

CBT and Mindfulness based CBT (MBCT) for substance abuse disorders. Relapse prevention. How effective are these treatments?

Read: Marlatt, A. G. Buddhist Philosophy and the Treatment of Addictive Behaviours. Cognitive and Behavioral Practice, 2002, 9, 44-50.

**MUST READ: The Mindful Way Workbook Chapter 1, 2, 3, 4_ In class
Mediation exercise and discussion of principles of Mindfulness**

November 20

***Seminar 10**

**Mindfulness meditation and Forensic Rehabilitation
Westmorland Institution Vipassana medication course
How effective are these programs in preventing
recidivism?**

Readings are assigned by students (seminar leaders)

**Film: The Dhamma Brothers: East meets West in the
Deep South (Instructor)**

November 27

***Seminar 11**

Chronic pain: The mind-body connection.

(1) Phantom limb pain and its treatment

**(2) Compared to other approaches, how effective
MBCT for chronic pain?**

**Read: The Dark side of plasticity: The Brain that
Changes Itself Chapter 7.**

December 4

Seminar 12

WINTER 2015

Topic: TBA

January 8

Seminar 13

**Due date: Mindfulness Meditation practice logs and reflections
on mindfulness principles**

Class discussion: Meditation practices

**Consultation and discussion of Review Paper and Pilot
Research Project.**

Student Seminar Presentations Continue

January 15

***Seminar 14**

**Trauma and Healing: Residential School Survivors
Multigenerational Trauma. Childhood sexual abuse and
youth suicide epidemic among Canadian first nations.
Rehabilitation approaches**

**Film: Circle of Healing Video No2101, 1989 50 min
Instructor**

January 22

Due date of review paper

***Seminar 15** **Addiction to gambling, computer games and social networking**
Readings are assigned by students (seminar leaders) after approved by instructor.

EXAM QUESTIONS ARE DISTRIBUTED

Instructor

January 29

Seminar 16

Post-Concussion Syndrome in Contact Sports. Psychosocial Rehabilitation and TBI; barriers to community and vocational reintegration. Readings are assigned by students (seminar leaders) after approved by instructor.

February 5, 2014

***Seminar 17**

TOPIC TBA

READING WEEK February 19

February 26

***Seminar 18**

Exam in class

March 5

***Presentations of pilot projects (see Schedule) begin Presentations of pilot projects**

Important Session Dates:

Co-Curricular Days: October 29-November2

Winter Term Reading week: February 19

Due Date: January 8 Mediation Logs

Due dates: January 22 Review Paper

Exam: February 26

Last Day to drop the course February 6

Due date: Pilot Research Project Method Section: on the day of oral presentation

Visit the website on Academic Integrity for Students:

<http://www.yorku.ca/academicintegrity/students/index.htm>

Grade Conversion Table

From Percentage	to Letter Grade
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
(Marginally Below 50%) Marginally Failing	E
(Below 50%) Failing	F

Missed assignments and presentations

1. The student must contact the course director or the course director's secretary in person or by telephone or email within 48 hours of the missed assignment. You must clearly state the following:

- your name (it helps to spell your last name)
- your student number
- course and section
- phone number at which you can be reached

2. If the student cannot contact the secretary or the course director during this 48 hour period, subsequent documentation accounting for the delay must be provided.

Appropriate documentation verifying the circumstances for the missed assignment/presentation must be provided at the time specified by the instructor. Failure to provide appropriate documentation will result in a grade of F on the missed assignment.

What is appropriate documentation?

a) medical circumstances - tests/exams missed due to medical circumstances must be supported by an attending physician's statement or a statement by a psychologist or counselor. The physician's statement must include the following

- i) full name, mailing address, telephone number of the physician
- ii) state the nature of the illness and its duration (i.e., specific dates covered), and
- iii) an indication of whether the illness and/medication prescribed would have **SERIOUSLY** affected the student's ability to study and perform over the period in question.

NOTE: the physician's office may be contacted to verify that the physician completed the forms.

b) non-medical circumstances – assignment/presentation missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. Having to work at the time of a test is not considered a valid excuse for missing the test.

4) The manner in which the missed assignment/presentation (which has been legitimately documented) is handled will be at the discretion of the course director.

In the case of a make-up presentation the student **must be prepared to present at a date set by the instructor** (this may be as early as a week following the missed presentation). **STUDENT** must check with the course director for the date and time of the make-up. A conflict in another course during the time of the make-up is not an acceptable reason for missing the make-up (unless there is an examination in the other course at that time). The student should be aware that if they miss the assignment before the official drop date, they may not have the requisite feedback on their course work to determine if they need to drop the course or not. As a result, it is in their best interest to complete assignments/presentations at the time they are scheduled by the course director.

NOTE: only extremely unusual circumstances would warrant a second chance at a make-up.

SCHEDULE FOR SEMINAR PRESENTATION (Student)

Date	Topic	Presenters
Oct 23	Complex PTSD	
1		
2		
3		
November 6	PTSD Therapies	
1		
2		
3		
November 13	Mindfulness Based Cognitive Therapies	
1		
2		
3		
November 20	Forensic Rehab	
1		
2		
3		
November 27	Chronic Pain Phantom limb pain	
1		
2		
3		
January 15	Residential School Survivors	
1		
2		
3		
1		
2		
3		
1		
2		
3		

SCHEDULE FOR CLASS PRESENTATION (Pilot Project)

Date	Topic	Presenters
-------------	--------------	-------------------

March 5

1

2

3

March 12

1

2

3

March 19

1

2

3

March 26

1

2

3

April 2

1

2

3

1

2

3

1

2

3
