

Faculty of Health
Department of Psychology
PSYC 4040 6.0 A REHABILITATION PSYCHOLOGY
Thursday 8:30-11:30 YK Vanier College 107A
Y 2019-2020

Instructor . Information

Instructor: Eموke Jozsvai Ph.D. C. Psych.
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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 2130 3.00 (Personality)
- HH/PSYC 3140 3.00 (Abnormal Psychology)
- Students must be in an 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 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.

Program Learning Outcomes

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

1. Demonstrate knowledge of rehabilitation psychology.
2. Critically evaluate, synthesize and resolve conflicting results in rehabilitation psychology.
3. Articulate trends of rehabilitation psychology.
4. Locate research articles and show critical thinking about research findings in rehabilitation psychology.
5. Express knowledge of rehabilitation psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.

Specific Learning Objectives

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.

Required Text

Doidge, N. (2007) *The Brain that Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. (pbk) Penguin

Doidge, N. (2015) *The Brain's Way of Healing: Remarkable Discoveries and Recoveries from the Frontiers of Neuroplasticity*. Viking. On reserve Scott Library – 2 hr loan

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

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

Grossman, D.(1996).*On Killing: The Psychological Cost of Learning to Kill in War and Society*. Back Bay Books

Kolk, B. A. van der (2015) *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin. On Reserve Scott Library 1 day loan.

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

Mate, Gabor (2018) pbk.*In the Realm of Hungry Ghosts: Close Encounters with Addiction*. Vintage Canada. (Earlier Edition is available online. 2018 edition has good intro about prevalence of opiate addiction in Canada). 2 copies are on reserve Scott Library 2 hour loan.

Resources for seminar presentations and pilot research

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

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

Follette, V. M., Briere, J., Rozelle, D., Hopper, J. W., and Rome, D. I. (2015). *Mindfulness Oriented*

Interventions for Trauma. Not available at York library. (pbk and ebook). Guilford Press.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Class Participation and assignments	End of semester	10%
Seminar presentation	Date of presentation TBA	20%
Review paper part 1 of a pilot research project proposal	January 23, 2020	15%
Test in class	February 27, 2020	30%
Pilot research proposal part 1 and part 2 oral presentations	On the day of oral presentation	15%
Mindfulness Meditation practice log	January 9, 2020	10%
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Total		100%

Description of Assignments

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 in 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 paragraph 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). Choose and record two or three salient points from the reading. These should not be summaries of the reading, but should identify key ideas in a narrative form (not point form). 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**. Length of each assignment should be approximately 1

typed page.

2. Organization and conduct of one seminar 20%

Seminar topics are listed in the Syllabus for each class. Two students will present in each class during the first semester. Each student's presentation will be approximately 40-45 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).

Power Point: No more than 25-30 slides, with maximum of 10 lines of text on a single slide, are allowed for each student's presentation. The presenters 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 (in addition to 40-45 min long presentation by each seminar leader). The presenters must prepare, i.e., connect the film-segment prior to their in-class presentation.

3. Review paper as Part 1 of a proposed pilot research project 15%

Papers must be 6-8 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 intellectual disability
- Refugee mental health; access and barriers to rehabilitation
- Family caregivers of people with dementia, or TBI, or mental illness
- Fitness, aging and neurocognitive function: the role of physical exercise in treatment for Alzheimer disease and vascular dementia
- New approaches for rehabilitation of opiate addiction
- Cognitive prosthetics, brain-computer interface - the state of the art
- Computers in rehabilitation
- Blast injury: treatment for Tinatus
- Any topic from N. Doidge: The Brain's Way of Healing
- Any Topic from The Body Keeps the Score Part Five: Paths to Recovery
- Other topics specific to student's interest are allowed if 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 allowing students to prepare for the test.

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

The Mindful Way Workbook (includes CD and downloads of guided meditations)

Read: Part I. Pages 3-37

Read: Part II Week 1 and complete the meditation exercise at least twice a week.

Read: Week 2 and complete the 10-minute mindfulness of breathing meditation at least twice a week.

Read: Week 3 and complete Daily Practice at least twice a week.

Read: Week 4 and complete the Daily Practice at least twice a week. Read: Week 5 and complete the Daily Practice at least twice a week. The exercises contained in chapters will guide you in writing your reflections.

6. Pilot research proposal Part 2 of research paper (Second Semester) 15%

Extending the Review paper (Part 1) with 'rationale' for the 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 in class their literature review (Part 1 already completed) and proposed research for discussion (of design and methods data analysis). On the day of the presentation students will hand in the Method section (3-4 pgs) of the Pilot project submitted to Turnitin.

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 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Important New Information Regarding Missed Tests

For any missed tests 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 test/assignment.

SESSIONAL DATES

Last date to announce components of final grades	Sept. 18
Fall Reading Week ¹	Oct. 12-18
Last date to submit Fall term work	Dec. 4
Fall classes end	Dec. 3
Fall Study Day ²	Dec. 4
Fall examinations ³	Dec. 5-20
Winter Reading Week ¹	Feb. 15-21
Last date to submit Winter term work	April 6
Winter classes end	April 5
Winter Study Days ²	April 6
Winter examinations ³	April 7-25

***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

Turnitin plagiarism check

Electronic Device Policy

Lectures and presentations should not be recorded without permission. Computers are allowed for taking notes during class.

Attendance Policy

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.

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 by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

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 PSY 4040 6.0 A REHABILITATION PSYCHOLOGY 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

Instructor
September 5
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”

Instructor
September 12
Seminar 2

Developmental Disability
(3) Foetal Alcohol Syndrome and executive dysfunction.
Read Comprehensive Guide to Intellectual & Developmental Disabilities, Chapter 2 and Chapter 14.
Film: FAS and the Justice System (Instructor)

Instructor
September 19
Seminar 3

Neuroplasticity
Read: Doidge, N. The Brain that Changes Itself Chapter 1, 2, 3 Film: Norman Doidge with David Suzuki (Instructor)

Students sign up for seminar presentations

Instructor
September 26
September 29
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

Instructor
October 3
Seminar 5

Stroke and CI-Therapy
Read: The Brain that Changes Itself Chapter 5; Handbook of Rehabilitation Psychology Chapter 22.
Film: The Brain’s Way of Healing (Instructor)
<https://curio-ca.ezproxy.library.yorku.ca/en/video/the-brains-way-of-healing-12576/>

Instructor

October 10

Seminar 6

Cognitive rehabilitation; assessment and APT demonstrations

Read: N. Doidge The stages of Neuroplastic Healing Chapter 3 in The Brain's Way of Healing

Fall Reading Week October 12-18

***Student presentations**

October 24

*Seminar 7

Psychiatric Casualties in War: Complex PTSD, Vietnam, Iraq and Afghan War Veterans Read: The Body Keeps the Score Part 1. 1. Lessons from Vietnam Veterans pp 7-22).

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

(Seminar leaders also review: Vietnam Wives Chapters 1, 2, 5). View on Youtube "The Truth about Killing Episode 1, Part 1.

Seminar leaders will show in class: YouTube: Broken Heroes –Fighting PTSD in the Canadian Forces (Fifth Estate).

October 31

Seminar 8*

(1) Group and Milieu Therapy for Vietnam Veterans with Complex PTSD. (2) Virtual Reality therapy for War Veterans.

Read: Shay, J. Odysseus in America: Chapter 17, 18, 19, 20. 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.

Grossman, Lt. Col. D.(2009) On Killing. Section VII. Killing I Vietnam: What have we done to our soldiers pp 251-294.

Instructor
November 7
Seminar 9

Principles of mindfulness and applications in clinical psychology. The mindful way. MUST READ: The Mindful Way Workbook Chapter 1, 2, 3, 4. In class Mediation exercise and discussion of principles of Mindfulness.

November 14
Seminar 10

Applications of Mindfulness Based Cognitive Therapy (e.g., anxiety, stress management). 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.

November 21
*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? Seminar leaders find good references in Follette et. al.,(2015) Mindfulness Oriented Interventions for Trauma. Ch. 16. Siegel. R., Mindfulness in Treatment of Trauma-Related Chronic Pain. Pp 257-273. (see instructor for details).
Read: The Dark side of plasticity: The Brain that Changes Itself Chapter 7.

November 28
*Seminar 12

(1) Fentanyl crisis in Canada. (2) Solvent abuse in first nation communities. Rehabilitation options. (3) Mental health issues in Nunuvut and Nunavik.
Reading assignments by seminar leaders; chapters from Mate, G. 2018 (or earlier online version) and other selected sources.

WINTER 2020

Instructor

January 9

Seminar 13

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

Class discussion: Meditation practices and insights
Consultation and discussion of Review Paper and Pilot Research Project.

Student Seminar Presentations Continue

January 16

*Seminar 14

Trauma and Healing: Residential School Survivors Multigenerational Trauma. Childhood sexual abuse and youth suicide among Canadian first nations, including people of Inuit descent. Rehabilitation approaches. Read: The Body Keeps the Score Part three: the Minds of Children pp 105-149.

Film: Circle of Healing (Instructor)

<https://www.library.yorku.ca/find/Record/3346949>

Due date of review paper

January 23

*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 30

Seminar 16

Post-Concussion Syndrome in Contact Sports.
Psychosocial Rehabilitation and TBI; barriers to

community and vocational reintegration. Readings will be assigned by Instructor.

Instructor

February 6
January 31
Seminar 17

Memory Rehabilitation

PTSD and memory. Exposure therapy for PTSD
DVD: Prolonged Exposure Therapy Featuring Edna Foa

February 13****
Seminar 18

ATM (Awairness Through Movement). Read: N. Doidge: the Bran's Way of Healing Chapter 5. Moshe Feldenkrais: Physicist, Black Belt and Healer.

Each student will complete 4 ATM exercises from Falk Federsen or Liz Sisco series (these teachers are easy to follow). Write an impression on the exercise; compare it to your experience with mindfulness meditation practice. Are there similarities? For seminar discussion: Each student will find research articler on the efficacy of ATM applied in rehabilitation.

<http://openatm.org/recordings.html>

Winter reading week February 15-21

February 27
Seminar 19*

Historical perspectives on Cannabis use. Discuss Cannabis dependence. Discuss the pros and contras, mental health risks, cognitive functioning under the influence of, possible benefits and adverse reactions to Cannabis. Seminar leaders select articles for the class to read 2 weeks in advance.

March

March 5

Exam in class (Seminar 20)

March 12, 19, 26, April 2

*Presentations of pilot projects (see schedule)
begin Seminar 21 and continue through Seminar 24

SCHEDULE FOR SEMINAR PRESENTATION

Date	Topic	Presenters
Oct 24	Complex PTSD	
1		
2		
October 31	PTSD therapy	
1		
2		
November 14	Mindfulness Based CBT	
1		
2		
November 21	Chronic Pain PLP	
1		
2		
November 28	Fentanyl crisis	
1		
2		
January 16	Residential School survivors	
1		
2		
January 23	Addiction to Gambling and Social Media	
1		
2		

February 13

Awariness Through Movement each student will present an article for discussion

February 27 Cannabis use pros and contras

1

2

SCHEDULE FOR CLASS PRESENTATION: PILOT RESEARCH

Date	Topic	Presenters
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March

12

Seminar

21

1

2

3

March 19

Seminar

22

1

2

3

March 26

Seminar

23

1

2

3

April 2

Seminar 24

1

2

