
Psychology 620 (L01) Current Issues in Child Development: Risk and Resilience Factors in The Intergenerational Transmission of Chronic Pain **Winter 2023**

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Lecture Location: Online
Lecture Days/Time: M 12-3 PM

Office: Admin 260
Office Hours: By Appointment

Course Description and Objectives

This course provides an overview of on major issues in the field of chronic pain and child development. Content will include theoretical perspectives and approaches to the intergenerational transmission of chronic pain, including parental and familial risk and resilience factors in chronic pain, shared mental health and chronic pain mechanisms, the intergenerational transmission of pain within specific populations (e.g., military families), and dyadic analytic approaches in chronic pain. The course aims to familiarize students with relevant frameworks in the area and to cover, more broadly, the clinical relevance of the intergenerational transmission of chronic pain.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below.

Prerequisites

Permission of the instructor.

Required Texts and Readings

There is no required text for this course. Additional required readings can be found listed under lecture topics below.

Assessment Methods

Literature Review (30%): The purpose of this assignment is to provide a comprehensive overview of the field. Research proposals may vary in length, but should not exceed 10 pages (double-spaced, APA format).

Research Proposal (30%): As part of the course, students will be required to write a research proposal on a topic related to the intergenerational transmission of chronic pain. The topic may stem from covered readings and must propose a feasible and relevant contribution to the literature. Research proposals may vary in length, but should not exceed 10 pages (double-spaced, APA format).

Final Paper (40%): The final paper will incorporate all previously submitted sections along with a discussion of the most recent findings in the field. It will raise issues about any controversies in the field and provide future directions.

Course Component	Percent of Grade	Deadline
Literature review	30	January 30, 2023
Research proposal	30	March 13, 2023
Final paper	40	April 12, 2023

Late papers will be accepted, but a penalty of 5% per day will be deducted from the final grade assigned.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down

to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Readings/Due Date	
M Jan 9	Courses begin	<p>Stone, A. L., & Wilson, A. C. (2016). Transmission of risk from parents with chronic pain to offspring: An integrative conceptual model. <i>PAIN</i>, 157(12), 2628. doi: 10.1097/j.pain.0000000000000637</p> <p>Palermo, T. M., & Chambers, C. T. (2005). Parent and family factors in pediatric chronic pain and disability: An integrative approach. <i>PAIN</i>, 119(1-3), 1-4. doi: 10.1016/j.pain.2005.10.027</p>
F Jan 20	Last day to add/swap a course.	
M Jan 16		<p>Donnelly, T. J., Palermo, T. M., & Newton-John, T. R. O. (2020). Parent cognitive, behavioural, and affective factors and their relation to child pain and functioning in pediatric chronic pain: A systematic review and meta-analysis. <i>PAIN</i>, 161(7), 1401-1419. https://doi.org/10.1097/j.pain.0000000000001833</p>
M Jan 23		<p>Higgins, K. S., Birnie, K. A., Chambers, C. T., Wilson, A. C., Caes, L., Clark, A. J., Lynch, M., Stinson, J., & Campbell-Yeo, M. (2015). Offspring of parents with chronic pain: a systematic review and meta-analysis of pain, health, psychological, and family outcomes. <i>PAIN</i>, 156(11), 2256. doi: 10.1097/j.pain.0000000000000293</p> <p>Cousins, L. A., Kalapurakkal, S., Cohen, L. L., & Simons, L. E. (2015). Topical Review: Resilience Resources and Mechanisms in Pediatric Chronic Pain. <i>Journal of Pediatric Psychology</i>, 40(9), 840-845. https://doi.org/10.1093/jpepsy/jsv037</p>
F Jan 27	Fee payment deadline for Winter Term fees.	
M Jan 30	<u>Literature review due.</u>	Stanford, E. A., Chambers, C. T., Biesanz, J. C., & Chen, E. (2008). The frequency, trajectories and predictors of

		adolescent recurrent pain: A population-based approach. <i>PAIN</i> , 138(1), 11-21. doi: 10.1016/j.pain.2007.10.032
M Feb 6		Hooten, W. M. (2016). Chronic pain and mental health disorders: shared neural mechanisms, epidemiology, and treatment. <i>Mayo Clinic Proceedings</i> , 91(7):955-70. doi: 10.1016/j.mayocp.2016.04.029
M Feb 13		Beveridge, J. K., Neville, A., Wilson, A. C., & Noel, M. (2018). Intergenerational examination of pain and posttraumatic stress disorder symptoms among youth with chronic pain and their parents. <i>Pain Reports</i> , 3(Suppl 1), e667. https://doi.org/10.1097/pr9.0000000000000667
M Feb 20	Alberta Family Day and Term Break. No classes. University is open, except on Alberta Family Day	
M Feb 27		Cordts, K. M. P., Stone, A. L., Beveridge, J. K., Wilson, A. C., & Noel, M. (2019). The (parental) whole is greater than the sum of its parts: A multifactorial model of parent factors in pediatric chronic pain. <i>The Journal of Pain</i> , 20(7), 786-795. doi: 10.1016/j.jpain.2019.01.004
M Mar 6		Soltani, S., Noel, M., Neville, A., & Birnie, K. A. (2022). Intolerance of Uncertainty in Pediatric Chronic Pain: Dyadic Relationships between Youth and Parents. <i>The Journal of Pain</i> , 23(9), 1581-1593. https://doi.org/10.1016/j.jpain.2022.04.004
M Mar 13	<u>Research proposal due.</u>	VanDenKerkhof, E. G., VanTil, L., Thompson, J. M., Sweet, J., Hopman, W. M., Carley, M. E., & Sudom, K. (2015). Pain in Canadian Veterans: analysis of data from the Survey on Transition to Civilian Life. <i>Pain Research Management</i> , 20(2), 89-95. https://doi.org/10.1155/2015/763768 Seal, K. H., Bertenthal, D., Miner, C. R., Sen, S., & Marmar, C. (2007). Bringing the war back home: Mental health disorders among 103 788 US veterans returning from Iraq and Afghanistan seen at Department of Veterans Affairs Facilities. <i>Archives of Internal Medicine</i> , 167(5), 476-482. doi: 10.1001/archinte.167.5.476

M Mar 20		Vun, E., Turner, S., Sareen, J., Mota, N., Afifi, T. O., & El-Gabalawy, R. (2018). Prevalence of comorbid chronic pain and mental health conditions in Canadian Armed Forces active personnel: analysis of a cross-sectional survey. <i>CMAJ Open</i> , 6(4), E528. doi: 10.9778/cmajo.20180093
M Mar 27		Swedean, S. K., Gonzales, M. V., Zickefoose, B. A., Bush, A. C., Davis, J. M., Elrod, D. C., & Hsieh, D. T. (2013). Recurrent headache in military-dependent children and the impact of parent deployment. <i>Military Medicine</i> , 178(3), 274-278. https://doi.org/10.7205/MILMED-D-12-00171
M Apr 3		Cramm, H., Tam-Seto, L., Norris, D., Eichler, M., & Smith-Evans, K. (2016). The impact of parental operational stress injury on child mental health and well-being: A scoping review. <i>Military Behavioral Health</i> , 4(4), 334-344. DOI: 10.1080/21635781.2016.1181582
F Apr 7	Good Friday, University Closed	
M Apr 10	Easter Monday, University Closed	
W Apr 12	Last day of classes. Last day to withdraw from winter courses.	<u>Final paper is due.</u>
R Apr 30	End of Term	

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Thursday, January 19, 2023**. Last day add/swap a course is **Friday, January 20, 2023**. The last day to withdraw from this course is **Wednesday, April 12, 2023**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>