
Psyc 429
Winter, 2022

Instructor: Dr. Tim Salomons
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Office Hours: By appointment

Intended Student Learning Outcomes

To complete this course students will demonstrate their ability to:

1. Identify and analyze critical issues in pain research and treatment
2. Examine the link between structure and function in pain mechanisms
3. Compare, contrast, and synthesise arguments pertaining to these issues, providing empirical support

A substantial part of the course will be carried out online via OnQ and Feedback Fruits, but we will also hold a synchronous discussion session (not a lecture) on Fridays from 10-11:30. For the time being, these synchronous sessions will be held virtually on Zoom. There is some possibility (depending on University and provincial guidelines) that we could hold these sessions in person towards the end of the course.

WEEK 1	(10/01-14/01)	Introduction and Opening Discussion
WEEK 2	(15/01-21/01)	† h † . . . † . . . † . . .
WEEK 3	(22/01-28/01)	New definition of pain Pain: Body and Mind
WEEK 4	(29/01-04/02)	Pain Physiology (periphery to spinal cord) Specificity vs. pattern theories
WEEK 5	(05/02-11/02)	Pain Physiology (Brain)
WEEK 6	(12/02-18/02)	Do Fetuses Feel Pain?
WEEK 7	(19/02-25/02)	READING WEEK: NO ASSIGNMENTS
WEEK 8	(26/02-04/03)	

Pain measurement and clinical barriers

WEEK 9	(05/03-11/03)	Chronic pain: Disorders and treatments
WEEK 10	(12/03-18/03)	Are opioids worth the risk?
WEEK 11	(19/03-25/03)	Pain Psychology
WEEK 12	(26/03-01/04)	Pain Psychology

Quizzes	20%	End of day Monday
Reaction Paper	10%	4pm Friday (see Presentation Schedule for your week)
Group presentation & Discussion	10%	Friday discussion session
Final paper	45%	April 8th
Participation	15%	All semester!

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will

tion Scale:

Queen's Official Grade Conversion Scale

A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52

To ensure you are familiar with the readings, and ready to talk about them in the Discussion forum and in readings should do well on the questions.

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section below).

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Tracey, I., & Mantyh, P. W. (2007). The cerebral signature for pain perception and its modulation. *Journal of Neuroscience*, 27(3), 377-391.

Feinstein, Justin S., et al. "Preserved emotional awareness of pain in a patient with extensive bilateral damage to the insula, anterior cingulate, and amygdala." *Journal of Neuroscience* 221.3 (2016): 1499-1511.

Orin, E., et al. "The insula: A hub for pain perception and its modulation in free individuals." *Journal of Neuroscience* 26(6), 755-756.

<https://www.cnn.com/2021/09/20/politics/supreme-court-mississippi-abortion-law/index.html>

Condic et al (2021) Amicus Brief to US Supreme Court in Dobbs v. Jackson Women's Health Organization

U.S. Supreme Court Brief in Dobbs v. Jackson Women's Health Organization

Braithwaite, V. A., & Boulcott, P. (2007). Pain perception, aversion and fear in fish. *Diseases of Aquatic Organisms*, 75(2), 131-138.

Key, B. (2015). Fish do not feel pain and its implications for understanding phenomenal consciousness. *Biology & philosophy*, 30(2), 149-165.

Fillingim, R. B., Loeser, J. D., Baron, R., & Edwards, R. R. (2016). Assessment of chronic pain: domains, methods, and mechanisms. *Journal of Pain*, 17(9), T10-T20.

[http://www.jpain.org/article/S1526-5900\(15\)00865-2/fulltext](http://www.jpain.org/article/S1526-5900(15)00865-2/fulltext)

Codhill, R.C. (2005) Pain: Making the private experience public in Avdele, M. (2005). Pain: new essays on the philosophy of mind and psychology

<https://www.bbc.com/future/article/20170110-why-pain-is-so-hard-to-measure---and-treat>

Tait, R. C., Chibnall, J. T., & Kalauokalani, D. (2009). Provider judgments of patients in pain: seeking symptom certainty. *Journal of Pain*, 10(1), 11-34.

Cowen, R., Stasiowski, E., et al. "The insula: A hub for pain perception and its modulation in free individuals." *Journal of Neuroscience* 26(6), 755-756.

Turk and Melzack (2011) The Measurement of Pain and the Assessment of People Experiencing Pain in Turk, D. C., & Melzack, R. (Eds.). (2011). Guilford Press. Pp 3-16.

Broderick JE, Stone AA, Calvanese P, Schwartz JE, Turk DC. Recalled pain ratings: a complex and poorly defined task. J Pain. 2006 Feb;7(2):142-9. PubMed PMID: 16459280.

" U U 7 Ku h k @ h U K 247-50. doi: 10.1111/pme.12748. PubMed PMID: 26176790.

Rosier EM, Iadarola MJ, Coghill RC. Reproducibility of pain measurement and pain perception. Pain. 2002 Jul;98(1-2):205-16. doi: 10.1016/s0304-3959(02)00048-9. PMID: 12098633.

O t h # o u U U http://content.time.com/time/specials/packages/article/0,28804,2053382_2055269_2055261-1,00.html

https://en.wikipedia.org/wiki/Chronic_pain

Turk, D. C., Wilson, H. D., & Cahana, A. (2011). Treatment of chronic non-cancer pain. (9784), 2226-2235.

† = u † Pain: The Science of Suffering 1st Edition, pp 107-124

Furlan, A. D., Sandoval, J. A., Mailis-Gagnon, A., & Tunks, E. (2006). Opioids for chronic noncancer pain: a meta-analysis of effectiveness and side effects. (11), 1589-1594.

8 u h k https://harpers.org/archive/2018/04/the-pain-refugees/'0001\$'f@1ze;K6Gs4

<https://www.nytimes.com/interactive/2017/08/03/upshot/opioid-drug-overdose-epidemic.html>

Denk, F., McMahon, S. B., & Tracey, I. (2014). Pain vulnerability: a neurobiological perspective. *Nature neuroscience*, 17(2), 192-200.

Baliki, M. N., Petre, B., Torbey, S., Herrmann, K. M., Huang, L., Schnitzer, T.J., ... & Apkarian, A. V. (2012). Corticostriatal functional connectivity predicts transition to chronic back pain. *Journal of Neuroscience*, 32(8), 1117-1119.

Large, R. G. (1996). Psychological aspects of pain. *Journal of Pain*, 6(6), 340-345.

Lumley, M. A., Cohen, J. L., Borszcz, G. S., Cano, A., Radcliffe, A. M., Porter, L. S., Schubiner, H., & Keefe, F. J. (2011). Pain and emotion: a biopsychosocial review of recent research. *Journal of Clinical Psychology*, 67(9), 942-968. <https://doi.org/10.1002/jclp.20816>

values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

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It is expected that quizzes and reaction papers will be done independently.

Students should be encouraged when possible to work with the most recent versions of software including web browsers, Java, Flash and Adobe Reader.

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A

