

**University of Texas at El Paso  
College of Health Sciences  
Doctor of Physical Therapy Program**

**PT 5233**

**Behavioral Science Topics**

**Fall 2015**

**COURSE SYLLABUS**

**Credit Hours:** 2

**Contact Hours:** 30 (15 weeks)

**Schedule:** Friday 10:00am-12:00pm Room 234 *except* where noted on the syllabus/Blackboard course site

**Coordinator/Instructor:** Celia Pechak, PT, PhD, MPH  
Campbell Building # 311  
(915) 747-7289  
cmpechak@utep.edu  
Office hours: Because of the faculty & students' full schedules, there is no set time during every week that is always open for all of us. Therefore, if you need an appointment, please email me 3 options that work for you. Generally I am able/willing to arrive early or stay late to accommodate appointments.

**Course Description:**

Social and psychological factors governing therapeutic relationships with patients, including such topics as verbal and nonverbal communication, cultural competence, sexuality, and spirituality are introduced. Health behavior-change models and wellness theories are explored.

**Course Objectives:**

1. Explain application of the APTA Core Professional Values, Vision 2020 Pillars, and Health Care Principles to course topics.
2. Identify social and cultural issues in society that impact health care delivery. (CC-5.18)
3. Describe and assess the physiological and psychological responses which are commonly associated with stress. ( CC-5.18)
4. Recognize the factors which can influence an individual's response to stress such as cultural values, personality type, and the aging process. (CC-5.18)
5. Recognize the various types of stressors which are commonly experienced by individuals who are sick or disabled such as pain, immobility, dependency, loss, isolation, and altered body image. (CC-5.27)

7/30/15

6. Use effective communication and intervention techniques that might help patients cope with the psychosocial component of their illness or disability. (CC-5.11, 5.17, 5.27)
7. Exhibit self-awareness of own abilities and reactions to people, recognize areas of needed growth, and seek appropriate assistance. (CC-5.4, 5.12)
8. Interpret potential individual differences in patients/clients, family members, and colleagues based on race/ethnicity, religion, gender, age, sexual orientation and disability. (CC-5.8, 5.18)
9. Recognize the signs of abnormal or maladaptive health care behaviors such as depression, phobias, conversion reactions, substance abuse, family violence, etc. that may require referral to other professionals. (CC-5.27)
10. Identify community resources which are available to help meet the psychosocial needs of various patient populations.(CC-5.27, 5.50)
11. Using Health People 2020 as a framework explain the social determinants of health and how to advocate for society's health and wellness inside and outside of clinical settings.(CC-5.64)
12. Explain elements and application of the Americans with Disabilities Act as a physical therapist and patient advocate. (CC-5.1, 5.64)
13. Demonstrate effective interactions between patient, family and health care workers in simulated cases. (CC-5.17)
14. Discuss the role of group dynamics and teamwork in health and wellness. (CC-5.5, 5.11)
15. Recognize and observe therapeutic boundaries between self, patients/clients, and family members in simulated scenarios. (CC-5.9, 5.11)
16. Exhibit respect for other professionals and explain how to effectively engage in interprofessional collaboration. (CC-5.11, 5.17)
17. Apply the Core Professional Values and demonstrate professional communication and behavior while actively engaging in community service-learning projects. (CC-5.1-5.14, 5.17, 5.65)

**Required Text:**

There is no specific textbook for this course, but you will need to read chapters from the ACSM textbook used in PT 6406:

- American College of Sports Medicine. ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription. 7th ed. Baltimore, MD: Lippincott, Williams, & Wilkins; 2014. ISBN-13:9781609139568

Some required readings (articles, websites, etc) have been or will be placed on Blackboard at least one week prior to the scheduled class; some readings will be provided in hard copy, and/or some resources can be borrowed in Beverly's office. Additionally as graduate students, you are also expected to identify and use dependable supplemental resources to address course content and assignments as needed. This practice will prepare you for clinical work, where our patients do not arrive with the most recent peer-reviewed articles in their hands to guide your treatment. Constant exploration of resources is an important habit to develop.

Every effort will also be made to post PowerPoint lecture one week in advance, but that is dependent upon guest lecturers providing them to me in a timely manner. Please remember that they voluntarily speak to our class despite their already very busy schedules.

**Methods of Instruction:** Discussion, video, service-learning, structured reflection, informal group presentations, individual written assignments, role playing, and miscellaneous active learning activities.

**Methods of Evaluation & Deadlines:**

Week 2 - Health Behavior Change & Wellness Paper	10%
Week 3 - Disability Rights Paper	12.5%
Week 7 - NYU Interpreter Training Online Module – provide evidence of successful completion <i>GME House Staff Modules: “Working with Interpreters”</i> <a href="http://compass.med.nyu.edu/">http://compass.med.nyu.edu/</a>	2.5%
Week 9 - <b>Exam</b> (main focus: Health Behavior Change/Motivational Interviewing)	20%
Week 10 - Chronic Pain Paper	15%
Week 11 - Rehabilitation Sciences Interpreter Training Attendance & Post Quiz	10%
Week 12 - Graduate Student EXPO Attendance	5%
Week 13 - Graduate Student EXPO Written Reflection	2.5%
Week 13 - Community Engagement Written Reflection Submit documentation of Community Engagement Project Participation (total of 10 hours minimum over 5 or more different days)*	2.5% 15%
Week 14 - Health Behavior Change Written Reflection	5%

\*except as described below for those participating in the San Elizario Health Fair

**NOTE: Overall Course Structure:** Given that the content of this course, typical written exams are not a clear indicator of what you have learned and integrated. Therefore, except for a single written exam, you will be evaluated through various assignments. Many assignments will require written products in order to demonstrate your application of the material, and to help you to continue to develop your written communication skills. You will also continue to participate in a community engagement (service-learning) project and observe how course concepts apply in these settings.

**Exam and assignments:** There are no make-up opportunities for the exam or assignments or attendance at Graduate Student Research EXPO and/or the Rehabilitation Sciences Interpreter Training, except for documented emergency situations. Students should do all required readings prior to each class. Each assignment is due at the start of class on the day that it is due. See Blackboard for instructions/expectations for written assignments.

**NO CREDIT WILL BE GIVEN FOR LATE WORK** (with the exception of documented emergency situations).

**If you get a grade below an 80% on any assignment or exam, you are required to arrange a meeting with me to discuss revised study or writing strategies to improve your performance.**

**Community Engagement Project:** Each person will participate in a community engagement project in during this semester for a total of 10 hours commitment (not including any orientation, volunteer related paperwork, or the paper you will write about the project) that are spread over 5 or more separate days. The majority of students will participate in the same project that they started in PT 6202. However, if you wish to request a change, you should arrange a meeting with me by the second week of this course, and I will consider your request.

Additionally, there is a health fair that the DPT Program will be participating in this semester. I will offer this as a community engagement project option. However if 3-4 students do not choose this as their project, then I will seek volunteers. Volunteers will earn service or professional hours for their time. If I get more than 4 volunteers, then names will be drawn randomly to choose the team - except that I will need to make sure that at least one volunteer is fluent in Spanish.

**Community Engagement Project Written Reflection:** Instructions are on Blackboard to provide guidance on expectations for the written reflection.

**Extra credit option (max of 2 points):**

Earn 2 extra credit points on the EXAM by participating in the GEPD Fun Run. In order to obtain credit, you will need to submit a written statement by you that you fully participated in the Fun Run, and provide a photo of you at the race in a UTEP DPT t-shirt. This should be submitted to me at the time of the exam.

**OR**

If you choose to ASSIST with the GEPD Fun Run instead of participating in it, you may receive 2 extra credit points on the EXAM. Submit signed documentation from race organizers on the service/professional development form to me at the time of the exam. (NOTE: If you claim the 2 points, you cannot also claim service hours).

## UTEP DOCTOR OF PHYSICAL THERAPY PROGRAM GRADING SCALE

The following letter grade scale is used for the UTEP DPT Program:

Letter Grade Scale	Numerical Grade Scale
A	90-100
B	80-89
C	75-79
F	Below 75

**Course Content:** Please see topical outline below

**Attendance, Tardiness, Class Participation, and Professional Behaviors Policy:**  
(this is in addition to what is found in PT Program Student Handbook, and is specific to Dr Pechak's courses)

### **ATTENDANCE:**

As all program faculty does, I believe that students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes/labs, and arriving to class on time. I am expected to be at class/labs as scheduled and to be on time; I expect the same from you. I work hard to prepare for classes/labs, and to make them productive active-learning opportunities; I expect you to do your part by being prepared and regularly participating. I do NOT give credit for this...I expect it. Failure to arrive to class prepared and on time, and to not participate actively, and to fail to demonstrate professional behaviors may result in deductions to your final semester grade.

However, congruent with one's ability to request excused time off in the work setting, I permit **ONE excused absence of a single class or lab period per course per semester** for *any* reason (single class = 2 hours for PT 5233). In order for your first absence to be excused, you must meet the expectation described further down. HOWEVER (with very rare exceptions [eg, documented serious illness or emergency] that will be considered on a case by case basis) there will be NO accommodations offered for missed class/lab time. Specifically I will NOT offer the opportunity to make up in-class quizzes or written examinations or offer replacement activities for missed learning activities (eg, Graduate Student Research Expo), either in advance or after the scheduled class, or provide individual tutoring for missed content. Additionally late work caused by your absence will not be accepted. You should make prior arrangements with a classmate to find out what you missed, turn in any work, and/or pick up any hand-outs.

**NOTE:** If you choose to miss the Rehabilitation Sciences Interpreter Training activity in Week 11 and/or the Graduate Student Research Expo in Week 12, you WILL lose the points associated with that activity. In the case of a documented emergency or illness, alternate assignments will be substituted for the missed activity.

In order to be excused for your **first** missed class or lab, you must do the following:

- Email me at [cmpechak@utep.edu](mailto:cmpechak@utep.edu) at least 2 hours in advance if you will not be attending class or lab. I do not require you to give me a reason, but I expect notice in WRITING by email. A phone call from you or message from one of your classmates is not acceptable.

If you miss a second (or more) class or lab for any reason, it will be considered unexcused unless it is due to documented illness or emergency. In these cases, you should email me and then arrange a meeting with me upon your return to school to discuss why you missed class. Documentation will be required for any additional absence (eg, doctor's note documenting illness or treatment). I will notify you after our meeting and review of your documentation whether or not the absence will be considered excused or unexcused.

Missing 50% or more of a class or lab will be considered an absence.

For each incident of an unexcused absence, 5% will be deducted from your final semester grade.

#### **TARDINESS:**

I use the clock on the computer to determine when class should start. If you expect to arrive late (eg, doctor's appointment), you should notify me in writing by email in at least 2 hours in advance. If you are consistently late for any reasons, I will contact you to meet with me to discuss the problem. Each subsequent incidence of tardiness may result in 1% deduction from your final semester grade.

#### **PARTICIPATION and PROFESSIONAL BEHAVIORS:**

I expect you to arrive to class and lab prepared and to actively participate while not being disruptive. If you are consistently ill-prepared, not actively participating, and/or being disruptive, I will contact you to meet with me to discuss the problem. Each subsequent incidence of poor preparation, poor participation, and/or disruption may result in 1% deduction from your final semester grade. If I have already gave you a formal warning related to poor preparation, poor participation, and/or disruption in a previous course of mine, then there will be no additional warnings; any subsequent incidence may result in 1% deduction from your final semester grade.

**NOTE: Modified clinical attire is expected whenever there is a guest speaker scheduled – meaning that nice jeans are allowed with a DPT polo.**

**Course and Program Policy:** See DPT Program Student Handbook for all policies on exams, electronic device use, dress code, attendance, and scholastic dishonesty. Your instructors encourage you to periodically review all handbook policies, but in light of past experiences, **particularly direct you to review the policies on cheating, accumulated knowledge, generic abilities/professional behaviors, attendance, and the disclaimer that the syllabus is subject to change.**

**Special Accommodations (ADA):** If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also e-mail the office at [cass@utep.edu](mailto:cass@utep.edu) or go by their office in Union Building East. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

**Tentative Topic/Assignment Outline:**

**Topic order MAY CHANGE depending on guest speaker availability – refer to Blackboard each week. Blackboard should always be your primary resource for due dates and up-to-date information.**

Week	Topics	<b>Assignments</b> <b>All reading assignments are found on Blackboard, and should be done PRIOR to each week's class</b>	<b>Course Objectives</b>
1  8/28/15	Course overview/syllabus review  Therapeutic relationships Social determinants of health Health disparities Health and Wellness/ Healthy People 2020 Health literacy	See Blackboard for reading assignments & required pre-class preparation.  Course hand-outs will be provided for next week's assigned readings.	1,2, 7,8,11,13, 14,15
2  9/4/15	Health Behavior Change Models Culture and Health Practices	ACSM Ch 44 & 45 & see Blackboard for other articles to read & required pre-class preparation  <b>PAPER DUE TODAY – see Blackboard</b>	1,2,6,7,8, 13,15
3  9/11/15	Culture of Disability Sexuality and Disability Americans with Disabilities Act Community-Based Rehabilitation	Read Mattlin Ch 9 for paper & class discussion & see other readings on Blackboard & required pre-class preparation  <b>PAPER DUE TODAY – see Blackboard</b>	1,5, 11,12

4 9/18/15	Sexuality and health  <b>*GUEST SPEAKER Kathryn Schmidt, PhD, MSW</b>	See Blackboard for required reading  Guest speaker will cover the Powerpoint in class	1,2,5,8, 10,11,12, 13,15,16
5 9/25/15	Complementary & Alternative Therapies  <b>*GUEST SPEAKER: Armando Stuart-Gonzalez, PhD</b>	See Blackboard for required readings  Powerpoint is ONLY for your reference – you do not need to review in advance	1,2,13,15, 16
6 10/2/15	Health Behavior Counseling Skills Motivational Interviewing  <b>*GUEST SPEAKER Holly Mata, PhD</b>	ACSM Ch 46 & see Blackboard for other required reading  Guest speaker will cover the Powerpoint in class	1,6,10,13, 15
7 10/9/15  <b>10-11am only</b>	Communication & Speech-Language Pathology  <b>*GUEST SPEAKER Connie Summers, PhD, SLP-CCC  (Dr P out of town on APTA business)</b>	See Blackboard for required reading  Complete the GME House Staff Module: “Working with Medical Interpreters” Module at the NYU website prior to class. Submit documentation to Dr P’s box in room 309 TODAY.  <a href="http://compass.med.nyu.edu/">http://compass.med.nyu.edu/</a>	1,6,13,16

<p>8 10/16/15</p>	<p>10-11am: Assistive Technology</p> <p>11-noon: Conflict Management <b>*GUEST SPEAKER Counseling Center</b></p>	<p>Bring LAPTOP to class today for in class activity</p> <p>By start of class today, email to Dr P a list of 3 questions that you intend to ask Dr Barbara Schoen (related to Rehabilitation Counseling, and living with an acquired physical disability) during Week 9 class. See Blackboard for ideas of what you might want to think about asking about.</p>	<p>1,2,3,4,6,7 ,8,11,13,15,16</p>
<p>9 10/23/15</p>	<p>Rehab Counseling Views from a Person with a Physical Disability</p> <p><b>* GUEST SPEAKER Dr Barbara Schoen</b></p>	<p><b>10-10:50am EXAM</b></p> <p>11:00-11:50am Guest Speaker – each student is expected to <u>come prepared with written questions</u> related to Rehabilitation Counseling, and living with an acquired physical disability</p> <p>Read this week’s assigned readings per Blackboard</p>	<p>1,2,3,4,5,6 ,7,13,15</p>
<p>10 10/30/15</p>	<p>Chronic Pain Maladaptive Health Care Behaviors Stress in Patients/Caregivers</p>	<p>Read <i>Anatomy of Hope</i> chapter provided by Dr. Pechak &amp; other required reading per Blackboard</p> <p>OPTIONAL Halloween costume contest</p> <p>PAPER <b>DUE TODAY</b> – see Blackboard</p>	<p>1,3,4,5,6,7 ,9,13</p>
<p>11 11/6/15 10-noon AND 1-5 pm</p>	<p>Spirituality &amp; Health Care</p> <p><b>*Possible GUEST SPEAKER in AM</b></p> <p><b>Training in PM – 1-5pm – location TBA</b></p>	<p>See Blackboard for required reading &amp; pre-class preparations</p> <p><b>1-5PM:</b> <b>Rehabilitation Sciences Interpreter Training</b> <b>(review information from NYU module related to interpreter use, if needed)</b></p>	<p>1,2,13,15, 16</p>

<p>12 11/13/15 Tentatively 9am-noon Awaiting schedule from Grad School</p>	<p><b>Graduate School Research Expo</b></p>	<p><b>All students are required to attend the UTEP Graduate School EXPO for a minimum of 3 hours today – schedule will be posted on BB when available &amp; we will discuss which activities count for attendance.</b></p> <p><b>Wear UTEP DPT Polo &amp; khakis please</b></p>	
<p>13 11/20/15</p>	<p>Palliative Care &amp; End-of-Life Care</p> <p><b>No guest speaker</b></p>	<p><b>Community Engagement Project Reflection &amp; Hours DUE</b> <b>Graduate EXPO Reflection DUE</b></p>	<p>1,2,3,4,13, 15,16</p>
<p>14</p> <p><b>No Class due to holiday</b></p>		<p><b>Health Behavior Change Written Reflection due Mon Nov 30 –</b> hard copy to Dr Pechak’s office or mailbox in Room 309</p> <p><i>HAPPY THANKSGIVING!</i></p>	
<p>15</p> <p><i>OPTIONAL</i> FRI 12/4/15 Time &amp; room TBD</p>	<p>OPTIONAL ACTIVITIES:</p> <p>Potluck meal +/-</p> <p><i>Murderball</i> movie +/-</p> <p>Holiday contest</p> <p>NO FINAL EXAM next week 😊</p>	<p>We have traditionally watched <i>Murderball</i> &amp; had a holiday contest during the last week of class in this course. However, this date is “Dead Day” at UTEP &amp; I cannot require you to come and have fun. 😊 Also I have added other outside activities to this course which increased our contact hours. So, this is a class decision: if 75% or more of the class wish to do this, we can plan for it – but it is completely optional! Let me know by Nov 13 class.</p> <p>Note: This movie has excellent information for a SPT to learn about and reflect upon. However, please be aware that it has strong language and sexual references.</p> <p><b>HAPPY HOLIDAYS &amp; HAPPY WINTER BREAK!!</b></p>	<p>5</p>