

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

**PT 5233**

**Behavioral Science Topics**

**Fall 2016**

**COURSE SYLLABUS**

**Credit Hours:** 2

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

**Schedule:** Friday 10:00am-12:00pm Room 235 *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:** *By the end of the course, the student will be able to:*

1. Apply the APTA Core Professional Values, APTA Code of Ethics, and health care principles to course topics. (7D4, 7D5 7D6)
2. Explain the social determinants of health and their relationship to health disparities in diverse populations. (7D34, 7D41)
3. Hypothesize how to advocate for society's health and wellness inside and outside of clinical settings (using *Healthy People 2020* as a framework). (7D34, 7D41)
4. Explain the role of health policy in influencing individual health and population health. (7D12, 7D34, 7D41)
5. Apply health behavior change models and theories to individuals' health behaviors. (7D7, 7D8, 7D12)
6. Explain the use of motivational interviewing in health behavior counseling. (7D7, 7D8, 7D12, 7D27h)

8/1/2016

7. Explain how a physical therapist can integrate tobacco cessation counseling in practice. (7D7, 7D8, 7D12, 7D27h)
8. Discuss how culture impacts health behaviors, health care delivery, and views of disability. (7D7, 7D8, 7D12)
9. Apply a cultural competence framework to the topics of sexuality, gender, and disability. (7D7, 7D8, 7D12)
10. Identify strategies to optimize verbal and non-verbal communication with diverse populations. (7D7, 7D8)
11. Explain the proper use of interpreters to communicate with individuals with limited English proficiency and its relevance to the CLAS Standards. (7D7, 7D8)
12. Discuss the biopsychosocial elements of chronic pain, and chronic pain management. (7D7, 7D8, 7D19q)
13. Identify complementary and alternative therapies that physical therapists may use or encounter in practice (particularly those that are prevalent in the El Paso border region). (7D24, 7D39)
14. Discuss the role of spirituality in health and health care. (7D24, 7D39)
15. Summarize strategies to support patients and families in palliative and hospice care. (7D24, 7D39)
16. Critically analyze literature used in this course. (7D9)

#### **Required Text & Other Resources:**

There is no new textbook for this course that you must purchase, 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

Additionally, you will need to read chapters in 2 books. Several of these are available for 24-hour loan in Beverly Scarborough's office (Campbell Room 309) – but plan ahead so there is a book available when you need it:

- Mattlin B. *Miracle Boy Grows Up: How the Disability Rights Revolution Saved my Sanity*. New York, NY: Skyhorse Publishing; 2012.
- Groopman J. *How People Prevail in the Face of Illness: The Anatomy of Hope*. New York, NY: Random House; 2005.

Also other required readings (articles or Websites) have been placed on Blackboard.

Every effort will also be made to post any new class materials 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.

Finally, 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.

**Supplementary Resources:**

*A Physician's Practical Guide to Culturally Competent Care* <https://cccm.thinkculturalhealth.hhs.gov/>

Purnell LD. *Guide to Culturally Competent Health Care*. Philadelphia, PA: FA Davis; 2009. – Available for loan in Beverly Scarborough’s office (Room 309).

**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 4 - Disability Rights Paper (includes Community Faculty interview*)	15%
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 8 - Chronic Pain Paper	15%
Week 11 - <b>EXAM</b> (especially Health Behavior Change, Motivational Interviewing, Smoking Cessation)	25%
Week 11 - Rehabilitation Sciences Interpreter Training Participation**	5%
Week 12 - Graduate Student EXPO Attendance	5%
Week 13 - Graduate Student EXPO Written Reflection	2.5%
Week 13 - Community Engagement Written Reflection	5%
Submit documentation of Community Engagement Project Participation (total of 10 hours minimum over 5 or more different days)***	10%
Week 14 - Health Behavior Change Written Reflection (includes Community Faculty interview*)	5%

\*Students will interview their Community Faculty member ONE time this semester; however, the information that they gather will be used in 2 papers – Week 4 and Week 14

\*\*Failure to attend the entire session and to actively participate in the training will result in loss of the points

\*\*\*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 options:**

You earned 1 extra credit point on the EXAM if you attended the presentation on Hispanic health disparities presented July 21, 2016. Additional opportunities may be offered during the semester.

You will earn 2 extra credit points on the EXAM if you watch “Murderball” & participate in a verbal reflection session immediately following the movie. This optional session (~2 to 2.5 hours) will be scheduled on a Friday afternoon after one of our regularly scheduled classes (IF any students are interested in this option). Note that this is an excellent movie, but it does include foul language and some sexual references.

Other extra credit options MAY be offered during the semester.

## 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-Use Training activity in Week 11 and/or the Graduate Student Research EXPO in Week 12, you WILL lose the points associated with each activity.** In the case of a documented emergency or illness, alternate assignments will be substituted for the missed activity.

8/1/2016

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 &/or Early Departure:**

I use the clock on the computer to determine when class or lab should start and end. If you expect to arrive late (eg, doctor's appointment), you should notify me in writing by email at least 2 hours in advance. Similarly, if you need to leave class or lab early, I should be notified in writing at least 2 hours prior to the start of class. The advanced notice requirement will be waived for urgent reasons. Each unexcused incidence of tardiness or early departure may result in 1% deduction from your final course 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:** Each student is responsible for reviewing and understanding all policies and procedures documented in the most current DPT Student Handbook for his/her cohort. Course policies found in the DPT Student Handbook apply to all courses in the DPT curriculum. The current DPT Student Handbook for each cohort may be found on the DPT Student Resources site on Blackboard. The course policies include very important information about: Written/Computer-based examinations, practical examinations, attendance and participation, professional behavior, academic integrity, accumulated knowledge, and use of electronic devices.

**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 up-to-date information.**

Week	Topics	<p style="text-align: center;"><b>Assignments</b></p> <p style="text-align: center;"><b>Always review Blackboard for reading assignments &amp; required pre-class preparation; these should be done PRIOR to each week's class</b></p> <p style="text-align: center;"><b><i>Read all articles for content AND research design</i></b></p>	Course Objectives
<p>1</p> <p>8/26/16</p>	<p>Course overview/syllabus review</p> <p>Therapeutic relationships</p> <p>Social determinants of health</p> <p>Health disparities</p> <p>Health and Wellness/ Healthy People 2020</p> <p>Health literacy</p>	<p>ACSM Ch 45 (see Blackboard for what to focus on)</p> <p>Healthy People 2020 Website (see Blackboard)</p> <p>Health literacy article: Hunter et al (on Blackboard)</p> <p>Power &amp; privilege article: LeBlanc &amp; Smart (on Blackboard)</p>	<p>1-4,8,10</p>
<p>2</p> <p>9/2/16</p>	<p>Health Behavior Change Models</p> <p>Culture and Health Practices</p>	<p>ACSM Ch 44 &amp; 45</p> <p>Ch 11 from <i>Handbook of Teaching for Physical Therapists</i> (provided by Dr P)</p> <p>Cultural Characteristics of Mexican Americans article: Trevino (on Blackboard)</p> <p><b>PAPER DUE TODAY</b> – see Blackboard</p> <p><b>**Given our local population, I provided a reading related to the cultural characteristics of Mexican Americans as ONE example. I welcome &amp; encourage discussion about other cultures in class. Additionally, there is a book entitled <i>Guide to Culturally Competent Health Care</i> (Purnell) available for loan in Beverly's office if you want to read about other cultures.</b></p>	<p>1,5,8,10</p>

3 9/9/16	Culture of Disability	<p>Read Mattlin Ch 2 for class discussion (this is the same chapter you need to have read for Week 4 paper)</p> <p>Trevino article (assigned in Week 2)</p> <p>Also see Blackboard for required pre-class preparation</p>	8-10
4 9/16/16	Sexuality and health  <b>*GUEST SPEAKER Kathryn Schmidt, PhD, MSW</b>	<p>See Blackboard for required readings from <i>PT in Motion</i></p> <p>Guest speaker will cover the PowerPoint in class</p> <p><b>PAPER DUE TODAY</b> – see Blackboard</p>	8-10
5 9/23/16	Complementary & Alternative Therapies  <b>*GUEST SPEAKER: Armando Stuart-Gonzalez, PhD</b>	<p>Ethical Issues Concerning Research in CAM article: Miller et al (on Blackboard)</p> <p>CAM Basics article (on Blackboard)</p> <p>Also read the article from <i>PT in Motion</i> (link posted on Blackboard)</p> <p>PowerPoint is ONLY for your reference – you do not need to review in advance</p>	8,13
6 9/30/16	Health Behavior Counseling Skills Motivational Interviewing  <b>*GUEST SPEAKER Holly Mata, PhD</b>	<p>Review ACSM Ch 46</p> <p>Review Ch 111 from <i>Handbook of Teaching for Physical Therapists</i> (provided by Dr P)</p> <p>Motivational Interviewing article – Welch et al (on Blackboard)</p> <p>Motivational Interviewing video – link is on Blackboard</p> <p>Guest speaker will cover the PowerPoint in class</p>	5,6,8,10



<p>7</p> <p>10/7/16</p>	<p>Communication &amp; Speech-Language Pathology</p> <p><b>*GUEST SPEAKER</b> <b>Connie Summers, PhD, SLP-CCC</b></p>	<p>See Blackboard for Web link to required reading</p> <p>Complete the GME House Staff Module: “Working with Medical Interpreters” Module at the NYU website prior to class. Submit documentation to Dr P at start of class. <a href="http://compass.med.nyu.edu/">http://compass.med.nyu.edu/</a></p>	<p>8,10</p>
<p>8</p> <p>10/14/16</p>	<p>Chronic Pain</p> <p>De-escalating challenging behavior</p> <p><b>*GUEST SPEAKER</b> <b>Rocio Alvarenga, OTR</b></p>	<p>PAPER <b>DUE TODAY</b> – see Blackboard</p> <p>Read <i>Anatomy of Hope</i> chapter provided by Dr. Pechak</p> <p>Read Fear &amp; Pain article (on Blackboard)</p> <p>Review VA Pain Outcomes Toolkit (on Blackboard)</p> <p>Bring a hard copy of 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. They should be substantive, meaningful, and related to living with an acquired physical disability (eg, NOT questions like “when did you get injured?”)</p>	<p>8,10,12</p>
<p>9</p> <p>10/21/16</p> <p>10:30-noon</p>	<p>Rehab Counseling Views from a Person with a Physical Disability</p> <p><b>*GUEST SPEAKER</b> <b>Barbara Schoen, PhD</b></p>	<p>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>See PowerPoint about Spinal Cord Injury on Blackboard to help you prepare questions for Dr Schoen</p>	<p>8,10</p>

<p>10</p> <p><b>****WED</b>  <b>10/26/16</b>  <b>1-2:30pm</b></p>	<p>Tobacco Cessation Counseling  <b>*GUEST SPEAKER - TBD</b></p> <p><i>No class on Friday as Dr P out of state at APTA section board meeting &amp; some DPT students may go to TPTA Annual Conference</i></p>	<p>Smoking Cessation &amp; PT article: Pignataro et al  (on Blackboard)</p> <p>Other readings &amp;/or PowerPoint may be posted later if the guest speaker provides some</p>	<p>6-8,10</p>
<p>11</p> <p>11/4/16  <b>9-11am</b>  AND  <b>Tentatively</b>  <b>1-5 pm</b></p>	<p><b>EXAM in AM (Campbell Room 234)</b></p> <p><b>Training in PM</b>  <b>Approximately 1-5pm – details to follow when schedule confirmed</b></p> <p><b>Location: Health Science and Nursing Building on MAIN CAMPUS</b></p>	<p><b>EXAM: 9-11am</b></p> <p><b>Rehabilitation Sciences Interpreter-Use Training</b>  <b>WEAR MODIFIED CLINICAL ATTIRE</b></p> <p><b>(review information from NYU module related to interpreter use)</b></p>	
<p>12</p> <p>11/11/16  <b>Tentatively</b>  <b>9am-noon</b>  <i>Awaiting schedule from Grad School</i></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</p> <p>11/18/16</p>	<p>Spirituality &amp; Health Care</p> <p><b>*Possible GUEST SPEAKER</b></p> <p>Palliative Care &amp; End-of-Life Care</p>	<p><b>Community Engagement Project Reflection &amp; Hours DUE</b>  <b>Graduate EXPO Reflection DUE</b></p> <p>Spirituality &amp; Health Care: Treloar article (on Blackboard)  Palliative/Hospice online readings (see Blackboard)  Required pre-class reflections (see Blackboard)</p>	

14 11/25/16 <b>No Class  due to  holiday</b>		<p align="center"><b>Health Behavior Change Written Reflection due Mon Nov 28 –</b>  hard copy to Dr Pechak’s office or mailbox in Room 309</p> <p align="center"><i>HAPPY THANKSGIVING!</i></p>	
15	NO class this week as contact hours already achieved for this course.  NO FINAL EXAM next week 😊	<p align="center"><b>HAPPY HOLIDAYS &amp; HAPPY WINTER BREAK!!</b></p>	