

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

PT 5233

BEHAVIORAL SCIENCE TOPICS
COURSE SYLLABUS

Fall 2020

Credit Hours: 2

Contact Hours: Total: 30 hours (15 weeks including final exam)
Lecture: 30 hours; Lab: 0 hours; Clinic: 0 hours

Schedule: Friday 9:00am-11:00am via Zoom *except* where noted on the syllabus/Blackboard course site
Zoom link: <https://us02web.zoom.us/j/88259843768?pwd=dGVwMWJ6d0VLWXFqVzhVODF6bEplQT09>
Meeting ID: 882 5984 3768
Passcode: 306141

Instructor:

Faculty: Celia Pechak, PT, PhD, MPH

Office location: Campbell Room 311

Phone #: 915-747-7289

E-mail: cmpechak@utep.edu (best way to contact me)

Office hours: Students may email me for individual appointments on any day except Thursdays (unless there is an urgent need to meet). I am very happy to meet with you to help you learn the course content! Bring your questions.

Teaching Assistant: Kiersten Garrand, PT, DPT - k.garrand@yahoo.com (Note: Dr Garrand will be grading your papers. You may reach out to her with questions about preparing your manuscript and questions related to the grades you earned for the papers. However, all other questions regarding course matters should be directed to Dr Pechak.)

Course Description: Psychosocial aspects of health and disability are explored from individual and population health perspectives. Topics include culture, communication, social determinants of health, health behavior change, motivational interviewing, and pain science.

Course Objectives: *By the end of the course, the student will be able to:*

1. Discuss how culture impacts health and disability. (7D7, 7D8, 7D12) [Knowledge]

2. Discuss the social determinants of health and their relationship to health disparities. (7D34, 7D41) [Knowledge]
3. Propose changes in social and/or health policy to positively influence population health locally. (7D14, 7D34, 7D41) [Synthesis]
4. Apply health behavior change models to individuals' health behaviors. (7D7, 7D8, 7D12) [Application]
5. Apply the elements of motivational interviewing to health behavior change of her/his community faculty member. (7D7, 7D8, 7D12, 7D27h) [Application]
6. Discuss the biopsychosocial elements of chronic pain and chronic pain management. (7D7, 7D8, 7D19q) [Knowledge]

Course Prerequisites for DPT Students: The UTEP DPT Program curriculum is a lock-step curriculum. Therefore, students must pass all courses in the prior semester of the DPT Program in order to enroll in courses in the subsequent semester. Faculty may consider exceptions for PT 6116 PT Capstone Project I and PT 6117 PT Capstone Project II.

Methods of Instruction: Primarily active-learning activities, including: small and large group discussion, role playing, research conference attendance, interprofessional education, service-learning, and structured reflection.

Methods of Evaluation: Student competence and attainment of course objectives are assessed using a variety of methods. These methods and their contribution to the final grade are listed in the table below. More details regarding assignments and assessments are found at the end of this syllabus after the Course Schedule.

<u>Item</u>	<u>Grade Composition</u>
Week 1: Viewed & reflected upon "Crip Camp" (available on Netflix) (notify Dr Pechak by first day of semester if you do not have access Netflix)	1%
Week 2: Diversity, Equity, & Inclusion Activity #1: APTA Module <i>Course Code LMS-822</i>	1%
Week 2: Diversity, Equity, & Inclusion Activity #2: Viewed & reflected upon <i>2020 Lynda D. Woodruff Lecture</i>	1%
Week 3: Social Determinants of Health PAPER	20%
Week 6: Culture & Disability PAPER	20%
Week 7: Smoking Cessation Modules	1%
Week 8: Chronic Pain PAPER	20%
Week 8: <i>Working with Medical Interpreters</i> Module	1%
Week 8: Interpreter-Use IPE Participation (1%)	2%
Week 9: & Written Reflection (1%)	

Week 12: Community Faculty Interview & Health Behavior Change Written Reflection	10%
Week 13: American Sign Language Training Participation	1%
Week 13: Documentation of 5 hours of community engagement (if the cohort is able to participate in community engagement this semester; if not, the 2% course weighting will be moved to the Final Exam)	2%
Week 15: Final Exam*	20%
Total	100%

***The exam will require you to use RESPONDUS LockDown Browser. If the exam is taken without faculty proctoring, you will be required to have your Webcam turned on throughout the exam to maintain exam integrity.**

Grading Scale: The following letter grade scale is used for the UTEP Doctor of Physical Therapy Program:

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

Required Textbooks and Other Learning Resources:

- 1) American College of Sports Medicine. *ACSM's Guidelines for Exercise Testing and Prescription*. 10th ed. Philadelphia, PA: Wolters Kluwer; 2018. ISBN-9781496339065
 - This is the textbook used in PT 6210 Clinical Exercise Physiology
- 2) American Medical Association. *AMA Manual of Style: A Guide for Authors and Editors*. 10th ed. New York City, NY: Oxford University Press; 2007.
 - Available for free to UTEP students through UTEP Library
 - Go to <https://libguides.utep.edu/pt>
- 3) See Blackboard for further required readings & resources.

Recommended Textbooks and Other Learning Resources:

- 1) Purnell LD. *Guide to Culturally Competent Health Care*. Philadelphia, PA: FA Davis; 2009.
 - Available for 24-hour loan in the DPT Program's Administrative Assistant's office (Campbell Room 309).

- 2) For additional information about AMA formatting, see https://owl.purdue.edu/owl/research_and_citation/ama_style/index.html
- 3) For information about properly writing research manuscripts, see
 - https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html
 - https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html

Resources Available for Student Success:

Confidential Resources:

- **Center for Accommodations and Support Services (CASS):** 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 or go by their office in Union Building East, room 106 (next to the UTEP post-office). For additional information, visit the CASS website at <http://sa.utep.edu/cass>.
- **The UTEP Student Health Center:** Union East Suite 100; 915.747.5624; www.utep.edu/chs/shc
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; www.utep.edu/student-affairs/counsel

Additional Resources:

- Division of Student Affairs. 915.747.5076, www.utep.edu/student-affairs
- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- Writing Center: 915.747.5112. <https://uwc.utep.edu>
- Computer Labs: Independent Learning Center (ILC), 1st floor Campbell Building
- Military Student Success Center: 915.747.5342, www.utep.edu/student-affairs/mssc
- Student Wellness Program. 915.747.6738, www.utep.edu/chs/wellness

University Policies: All students are responsible for following UTEP policies and procedures found in the Handbook of Operating Procedures at www.utep.edu/vpba/hoop

Program Policies: All DPT students are responsible for following all policies and procedures documented in the current DPT Student Handbook. Course policies found in the DPT Student Handbook apply to all courses in the DPT curriculum. The current DPT Student Handbook may be found on the DPT Student Resources site on Blackboard.

Academic Integrity: The UTEP DPT Program has a “zero tolerance policy” for scholastic dishonesty. DPT students must demonstrate academic integrity at all times. The current DPT Student Handbook outlines specific definitions, expectations, details, and consequences related to academic integrity and scholastic dishonesty. Additional information related to academic integrity is available through the UTEP Division of Student Affairs at www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html

Course-Specific Policies: See DPT Program 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, professional behaviors/generic abilities, attendance, and the disclaimer that the syllabus is subject to change.

1. Attendance Policy - Absences: Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for the DPT Program policy. Additional course-specific policy are as follows:

- As all Program faculty do, I believe that students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes, and arriving to class on time. I am expected to be at class as scheduled and to be on time; I expect the same from you. I work hard to prepare for classes, 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* period per course per semester for any reason. In order for your first absence to be excused, you must meet the expectation described further down. HOWEVER, (with very rare exception [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 time. Specifically, I will NOT offer the opportunity to make up in-class quizzes or written examinations, 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: Single class is defined as 1.5 hours).
- In order to be excused for your first missed class or lab, you must do the following: Email me at cmpechak@utep.edu at least 2 hours in advance if you will not be attending class. 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 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 will be considered an absence.
- For each incident of an unexcused absence, 5% will be deducted from your final semester grade.

2. Attendance Policy - Tardiness & Early Departures: Refer to current DPT Student Handbook "Attendance and Classroom Behavior" for DPT Program policy. Additional course-specific policy is as follows:

- I use the clock on the computer to determine when class should start and end. If you expect to arrive late or leave early (eg, doctor's appointment), you should notify me in writing by email in at least 2 hours in advance. If you are consistently late &/or leaving early for any reasons, I will contact you to meet with me to discuss the problem in person or by email. Each subsequent incidence of tardiness &/or early departure may result in 1% deduction from your final semester grade.
- **NOTE:** *Being "on time" in the online learning environment means that you have arrived into the virtual classroom & are fully "connected" PRIOR to the start of class.*

3. Electronic Devices: Refer to current DPT Student Handbook "Electronic Devices" for DPT Program policy. Additional course-specific policy is as follows:

- If you are using cell phones, computers, &/or other electronic devices for purposes that are not directly related to meeting the learning objectives of this course, then I consider that to be disruptive behavior. Personal calls, texts, &/or emails should be completed outside of class time. See Professional Behavior Policy below.

4. Professional Behavior Policy: See DPT Student Handbook "Attendance and Classroom Behavior", "Professional Behaviors" and "Unprofessional Behavior:" for general program policy. Additional course-specific is as follows:

- I expect you to arrive to class 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 in person or by email. Each subsequent incidence of poor preparation, poor participation, and/or disruption may result in 1% deduction from your final semester grade.
- I expect you to wear specific attire for various portions of this course. Failure to do so will result in 1% course deduction for each instance (including me observing directly or seeing a photograph, or receiving a complaint). If you are not clear about what to wear, please ask me.

- We have multiple guest speakers in this course. Out of respect for them, I ask you to wear modified clinical attire (ie, UTEP DPT polo or equivalent colored shirt/blouse; nice pants or jeans).
- When you are at your community engagement site, you are expected to meet their expectations for appropriate attire. In all cases, please always wear something that indicates that you are a UTEP DPT student. For example, at a more professional location, that will be a UTEP DPT polo. At the Miracle League, it can be a UTEP DPT t-shirt. In all cases, you should be modestly dressed (ie, no tank tops, no short shorts).
- When you are at the Graduate EXPO, please wear a UTEP DPT polo and khaki pants. Jeans are not appropriate.
- University spaces are intended to be safe, welcoming environments that support learning and are respectful of all individuals. Discrimination or harassment based on cultural beliefs, gender identity, sexual orientation, or personal viewpoints will not be tolerated. Diversity is a welcome part of all learning settings. Any direct or indirect instances of discrimination should be reported to Dr Pechak immediately.
- **NOTE:** *The online learning environment is generally not optimally conducive to promoting a professional environment. Dogs bark and kids scream, and most of us have “offices” in bedrooms. I understand that flexibility is necessary. However, I expect students to be sitting or standing upright during class – as opposed to lying down. Lying down would not be acceptable in a face-to-face classroom. Additionally, I expect your cameras to be turned on so that we may maximize our engagement with each other; I consider having your camera on to be a component of active participation. Mute your microphone when you are not contributing to the discussion in the virtual classroom to avoid being unnecessarily disruptive. If you must “leave” briefly (eg, to go to the toilet), then please use the relevant online symbol to indicate to me that you have “stepped out” or send me a private message in the Chat box.*

- *If your Internet bandwidth is too poor to allow consistent use of video, please contact me to discuss it.*

5. Late or Missed Assignments and Assessments Policy: See current DPT Student Handbook “Written Examination Policy”. Additional course-specific policy is as follows:

- No opportunities will be provided for missed examinations unless it is for an excused reason (eg, documented medical emergency).
- All written assignments are due prior to the end of class on the date indicated (unless indicated otherwise on the Syllabus or Blackboard). Assignments submitted after class but on the due date will result in a 25% deduction due to the late submission. Assignments submitted after the due date and time will result in ZERO credit.

6. Skills Check Policy: not applicable

7. Practical Exam Policy: not applicable

Course Content and Schedule: (Note: Students will be notified of changes via Blackboard &/or email).

<p>All activities listed on this schedule are MANDATORY – even if the times are outside of regularly scheduled class times. Read all articles for content AND research design.</p>		
Week	Topics & Presenter(s)	Assignments
<p>1 8/28/2020</p>	<p>Course overview Health Behavior Change Models Culture and Health <i>Pechak</i></p>	<p>ACSM Ch 12 Trevino article (on Blackboard) Go to: https://www.rwjf.org/en/library/features/achieving-health-equity.html Watch & reflect upon the 8-video series called <i>The Interplay Between Culture and Health</i> (~50 minutes in total) Submit statement attesting to having watched & reflected upon “Crip Camp” by 9am today on Blackboard NOTE: Given the demographics of our local population, I provided a reading related to the cultural characteristics of Mexican Americans as ONE example. However, the video series reflect a much wider look at the diversity of cultures in our country. I welcome & encourage discussion about any culture in class. Additionally, the <i>Guide to Culturally Competent Health Care</i> (Purnell) is available for loan in the DPT Program’s Administrative Assistant’s office if you want to access additional written information about other cultures.</p>
<p>2 9/4/2020</p>	<p>Diversity, Equity, & Inclusion in Physical Therapy and Health Care <i>Pechak</i></p>	<p>Complete the APTA Module <i>Course Code LMS-822</i> – go to https://learningcenter.apta.org/ and then search for the course code. Submit evidence of module completion from APTA by 9am today on Blackboard Watch & reflect upon the <i>2020 Lynda D. Woodruff Lecture</i> – found at: https://www.youtube.com/watch?v=FhsETaO8lew Submit statement attesting to having watched & reflected upon this lecture by 9am today on Blackboard</p>

<p>3 9/11/2020</p>	<p>Health Behavior Counseling Motivational Interviewing</p> <p>*GUEST SPEAKERS <i>Patricia Juarez, Reyna Puentas</i></p>	<p>Review ACSM Ch 12 Motivational Interviewing video: link is on Blackboard (Guest speakers will cover the PowerPoint in class)</p> <p>Week 3 PAPER DUE TODAY – see Blackboard</p>
<p>4 9/18/2020</p>	<p>Social & Structural Determinants of Health Health Disparities / Inequities Intersectionality Privilege & Allyship RESPECT Model <i>Pechak</i></p>	<p>Bowleg article; Nixon article; Mostow et al article (on Blackboard)</p>
<p>5 9/25/2020</p>	<p>Gender, Sexuality, and Health</p> <p>GUEST SPEAKER <i>Oscar Beltran Perez PhD</i></p> <p><i>Pechak</i></p>	<p>Read PT Proud Handbook (on Blackboard) AND https://www.apta.org/article/2020/07/21/five-ways-to-be-an-lgbtq-patient-ally?_zs=q5efV1&_zl=RRjx6</p>
<p>6 10/2/2020</p>	<p>Disability Rights & Culture of Disability</p> <p><i>Pechak</i></p>	<p>Go to http://www.newmobility.com/ and/or another disability-related website that you can find</p> <p>Find an article and/or blog related to relationships/sexuality - be ready to discuss if you were surprised by anything you read. Also, be ready to discuss what you think the role of the physical therapist is in addressing sexual issues with patients/clients.</p> <p>Find a second article/blog on a different topic that you find particularly interesting, shocking, or just informative. Be ready to discuss your impressions in class.</p>

		<p>Watch: https://www.pbs.org/newshour/show/2-disability-rights-activists-on-the-power-of-the-ada-and-where-it-falls-short (8 minutes) AND https://www.pbs.org/newshour/show/30-years-after-adas-passage-what-it-means-to-these-americans-with-disabilities (6 minutes) AND https://www.pbs.org/newshour/show/30-years-after-ada-inaccessibility-persists-for-the-disabled (7.5 minutes)</p> <p>Reflect back on your viewing of “Crip Camp” & be ready to discuss</p> <p>Week 6 PAPER DUE by 9am today on Blackboard</p>
7 10/9/2020	<p>Tobacco Cessation Counseling</p> <p>*GUEST SPEAKER <i>Holly Mata, PhD</i></p> <p>Prepare for next week’s IPE</p>	<p>Complete the following 2 training modules found at: https://www.nmtupac.com/online-training-modules/</p> <p>"Treating Nicotine Dependence in NM" first and then the "Family Tobacco Intervention for Healthcare Providers in NM"</p> <p>Submit documentation of completion of modules by 9am today on Blackboard</p> <p>You should complete the training on your own, without the assistance or collaboration of others.</p> <p>Pignataro article (on Blackboard)</p>
8 10/16/2020 AM	<p>Pain and the Brain</p> <p><i>Pechak</i></p>	<p>Read Blickenstaff & Pearson article; Fear & Pain article (on Blackboard) Review VA Pain Outcomes Toolkit (on Blackboard)</p> <p><i>More readings may be posted closer to the date of class</i></p>

<p>PM</p>	<p>Online Interprofessional Training - details to follow</p>	<p>Complete “Working with Medical Interpreters” module found at the NYU website under “G21: Graduate Medical Education Curriculum” at: http://compass.med.nyu.edu/</p> <p>Submit documentation of completion of module by 9am today on Blackboard</p> <p>You should complete the training on your own, without the assistance or collaboration of others.</p> <p>Week 8 PAPER DUE by 9am today on Blackboard</p>
<p>9 10/23/2020</p>	<p>Pain and the Brain (cont) <i>Dr. Kevin Browne (tentatively)</i> <i>Pechak</i></p>	<p>Read Louw et al article; Calley et al article (on Blackboard)</p> <p>Interpreter-Use IPE Written Reflection due by 9am today on Blackboard</p>
<p>10 10/30/2020</p>	<p>Health and Wellness Population Health <i>Pechak</i></p>	<p>Bezner article; Magnusson et al article; Pechak et al article (on Blackboard)</p>
<p>11 11/6/2020</p>	<p>Population Health (cont) <i>Pechak</i></p>	<p>Ries article; Bell article (on Blackboard)</p> <p>More readings may be posted closer to the date of class.</p>
<p>12 11/13/2020</p>	<p>Health Literacy Health Behavior Change (revisited)</p>	<p>Weiss et al article; Bailey et al article; Perez-Stable & El-Touky article (on Blackboard)</p> <p>Health Behavior Change Written Reflection by 9am today on Blackboard</p>
<p>13 11/20/2020</p>	<p>Communication American Sign Language Training</p>	<p>See <i>Communicating with Older Adults</i> on Blackboard</p>

	<p>*GUEST SPEAKER Chris McMillen</p>	<p>NOTE: Today's speaker also has an online course related to this content. You are NOT required to take this online course prior to attending today's session. However, I am providing the link for those of you who want to continue to develop your American Sign Language skills: http://learningcenter.apta.org/student/MyCourse.aspx?id=6d454322-4849-48ee-8a36-e3b1c5b20b4f&programid=dcca7f06-4cd9-4530-b9d3-4ef7d2717b5d</p> <p>Documentation of Community Engagement Hours due by 9am today on Blackboard</p>
<p>14 11/27/2020</p>	<p>NO CLASS</p>	<p>Happy Thanksgiving!</p> <p>See Week 14 folder on Blackboard for the research article that needs to be appraised in detail prior to the Final Exam.</p>
<p>15 12/4/2020 8-9:30am</p>	<p>FINAL EXAM Tentatively Online using Respondus LockDown Browser with Webcam</p>	

Community Engagement Project: Because of the ongoing pandemic, we will need to be creative to determine how you will engage with the community this semester. Student teams will propose how they will offer 5 hours per student of community engagement this semester in a manner that meets all necessary health and safety criteria. Dr. Pechak must approve of the community engagement prior to completion. If (if the cohort is unable to participate in community engagement this semester, the 2% course weighting will be moved to the Final Exam)

Diversity, Equity, & Inclusion Activity #1 - APTA Module: Students must complete *Clinical Decision Making in Diverse Populations (Course Code LMS-822)* found in the APTA Learning Center. Go to <https://learningcenter.apta.org/> and then search for the course code. Submit evidence of completion on Blackboard.

Diversity, Equity, & Inclusion Activity #2 - 2020 Lynda D. Woodruff Lecture: Students will watch the 1-hour lecture at <https://www.youtube.com/watch?v=FhsETaO8lew>, submit a written attestation on Blackboard confirming that they watched it, and be ready to discuss in class.

Papers & Written Reflections: See instructions, rubrics, and deadlines on Blackboard.