

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

**PT 6233**

**Behavioral Science Topics**  
**COURSE SYLLABUS**

**Fall 2023**

**Credit Hours:** 2

**Contact Hours:** Total: 30 hours (15 weeks including final exam)

Lecture: 27 hours; Lab: 0 hours; Clinic: 0 hours; Interprofessional Education Event: 3 hours

**Schedule:** Wednesday 8:00-10:00am (EXCEPT for dates in **RED** on the schedule below)

Location: Rehabilitation Science Complex Room 120

**Instructor:**

Faculty: Michelle Gutierrez, PT, DSc

Office location: REHABILITATION SCIENCE COMPLEX RM 115

Phone #: 915-747-8148

E-mail: [mgutierrez28@utep.edu](mailto:mgutierrez28@utep.edu) (best way to contact me)

Office hours: You may email me for individual appointments on any day. 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](mailto: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 at Dr. Gutierrez.)

**Tutoring & Peer Mentorship:** Natalia Aviles ([ngaviles@miners.utep.edu](mailto:ngaviles@miners.utep.edu)) and Trisha Nichoals ([tatenicolas@miners.utep.edu](mailto:tatenicolas@miners.utep.edu)) (Class of 2025 students) are available for tutoring and peer mentorship. Watch for emails from them regarding scheduled weekly tutoring hours and peer mentorship activities or contact them directly if you need tutoring or guidance from successful DPT students who are motivated to help you succeed.

**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, you 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. (7A: Psychosocial Aspects of Health and Disability, 7D34, 7D41) [Knowledge]
3. Propose changes in social and/or health policy to positively influence population health locally. (7A: Psychosocial Aspects of Health and Disability, 7D12, 7D34, 7D41) [Synthesis]
4. Apply health behavior change models to individuals' health behaviors. (7A: Psychosocial Aspects of Health and Disability, 7D7, 7D8, 7D12) [Application]
5. Apply the elements of motivational interviewing to health behavior change of her/his community faculty member. (7A: Psychosocial Aspects of Health and Disability, 7D7, 7D8, 7D12, 7D27h) [Application]

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6. Discuss the biopsychosocial elements of chronic pain and chronic pain management. (7A: Psychosocial Aspects of Health and Disability, 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 & YouTube)	1%
Week 2: Diversity, Equity, & Inclusion Activity: APTA Module <i>Course Code LMS-CDM-Diverse</i>	1%
Week 3: Social Determinants of Health PAPER	20%
Week 5: Financial Literacy Module 2	1%
Week 6: Disability, Society, and PT Profession PAPER	20%
Week 8: Chronic Pain PAPER	20%
Week 9: Interpreter-Use IPE Participation (1%)	2%
Week 10: & Written Reflection (1%)	
Week 12: Community Faculty Interview & Health Behavior Change Written Reflection	10%
Week 14: Documentation of 10 hours of community engagement (4%) & Written Reflection (1%)	5%
Week 15: Final Written Exam*	20%
Total	100%

\*The exam will require you to use the most current version of RESPONDUS LockDown Browser on your laptop. Exam will be held in-person on-campus.

**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

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**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 6316 Exercise Physiology/Prescription
- 2) American Medical Association. *AMA Manual of Style: A Guide for Authors and Editors*. 10<sup>th</sup> 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) Financial Literacy tool here <https://buy.stripe.com/aEU15ebyXd5neXedRe>
- 4) 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](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/quoting_paraphrasing_and_summarizing/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](mailto: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](http://www.utep.edu/chs/shc)
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; [www.utep.edu/student-affairs/counsel](http://www.utep.edu/student-affairs/counsel)
  - **Togetherall:** Free online 24/7 mental health support <https://www.utep.edu/student-affairs/counsel/services/togetherall.html>

**Additional Resources:**

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

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**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 always demonstrate academic integrity. 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](http://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, 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 you should demonstrate your commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes, arriving to class on time, and being fully prepared to engage in class. I have high expectations because I am preparing you to demonstrate this professional behavior during your clinical education courses and when working as a licensed physical therapist.
- **However, if you are experiencing personal challenges interfering with meeting my attendance expectations and you wish to share this information with me, please contact me to discuss what assistance may be available to you. If you are not comfortable speaking with me, then please reach out to your assigned Advisor or to Dr. Gurovich.**
- Attendance is expected for each class. Therefore, no absences are allowed. HOWEVER, with very rare exception (e.g., documented serious illness or emergency), the absence will be considered on a case-by-case basis.
- There will be NO accommodations offered for missed class time. Specifically, there is NO opportunity to make up exams, either in advance of or after the scheduled class, or provide individual tutoring for missed content. Additionally, late work caused by your absence will not be accepted and this could affect your team performance.
- Treat this class as you would a job. If you plan to miss a class, you should notify the instructor in writing by e-mail at a minimum of 24 hours in advance.
- If you miss a class for any reason, it will be considered unexcused unless it is due to documented illness or emergency.
- If an emergency or illness prevents a student from attending a class (e.g., documented serious illness or emergency), communication directly with the instructor is expected 2 hours prior to the beginning of class in writing by e-mail. A verbal message through another student will not suffice. For any missed class, it is the responsibility of the student to obtain any materials presented in class and to ensure assignments are turned in on time. HOWEVER, (with very rare exception, which will be considered on a case-by-case basis) there will be NO accommodations offered for missed class time. Specifically, there is NO opportunity to make up in-class quizzes or exams,

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either in advance of 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.

- For each incident of an **unexcused absence**, 2% will be deducted from your final semester grade.
- **\*Note: You will lose the associated course credit if you do not attend the IPE event.**
- Missing 30 minutes or more of a class will be considered an absence.

**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:

- In this class, students are expected to be on time and prepared to begin the course; therefore, tardy students will be penalized. We use the clock on the computer to determine when the class should start. If you expect to arrive late (e.g., doctor's appointment), you should notify your faculty in writing by e-mail at a minimum of 24 hours in advance. If you are consistently late &/or leaving early for any reason, 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 a 1% deduction from your final semester grade.
- **However, if you are experiencing personal challenges interfering with meeting my on-time expectations and you wish to share this information with me, please contact me to discuss what assistance may be available to you. If you are not comfortable speaking with me, then please reach out to your assigned Advisor or to Dr. Gurovich.**
- If you have an unexpected reason for being late (eg, flat tire), please send me an email explaining the reason for your tardiness when it is safe to do so.
- Similarly, if you need to leave class or lab early, the faculty should be notified in writing at least 2 hours prior to the start of class.
- Please do not get up and leave during lectures without permission. This is considered disruptive behavior.
- Missing 30 minutes or more of a class or lab will be considered an absence.
- Each unexcused absence will result in a 2% deduction from your final course 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. **However, exceptions will be made if you notify me in advance that you have an urgent reason to be monitoring texts or responding to calls (eg, family illness).**
- If during the class time, students are found not to be engaged in the class assignment (e.g., on Facebook, studying for another course, etc.) the student will be told to leave the class. This will result in an unexcused absence which will result in a 2% decrease in the final grade for the course.
- Each subsequent incidence of using electronic devices may result in 1% deduction from the final semester grade.

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- The taking of pictures or videos during classes or labs must be approved.

**4. Professional Behavior Policy:** See DPT Student Handbook “Attendance and Classroom Behavior”, “Professional Behaviors” and “Unprofessional Behavior:” for general program policy. Additional course-specific policies are 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 (including failure to do required readings in advance), poor participation (including failure to be able to discuss the readings when called upon to do so), and/or disruption may result in 1% deduction from your final semester grade.
- **DIVERSITY & INCLUSION STATEMENT:** I highly value diversity and am committed to ensuring that you and all of your peers experience a sense of belonging in my course and our DPT Program. University spaces are intended to be safe, welcoming environments that support learning and are respectful of all individuals. Disrespect, discrimination, and harassment based on any personal characteristics (including but not limited to race/ethnicity, sex, gender identity, and sexual orientation) is not acceptable. Any direct or indirect instances of intended or unintended disrespect (including microaggressions), discrimination, or harassment should be reported to me immediately so that I may work to improve our learning environment. If I inadvertently create an unwelcoming environment for you, I ask you to please arrange a time to meet with me so that I can do better.
- **TITLE IX INFORMATION:**
  - The University of Texas at El Paso is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in any federally funded educational programs or activities.
  - Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination including sexual misconduct, sexual harassment, and acts of sexual violence. Sexual violence may include rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. Title IX prohibits institutions from excluding, separating, denying benefits, or otherwise treating individuals differently on the basis of sex. Sex based discrimination is prohibited at UTEP both by law and by University and UT System policies.
  - For additional information or questions, please contact the Title IX Coordinator, who can be reached by phone at (915) 747-8358, by email at [titleix@utep.edu](mailto:titleix@utep.edu), or by mail at 500 W. University Ave., El Paso, TX 79968, Kelly Hall, Room 312. In addition to or in lieu of contacting the Title IX Coordinator, inquiries may also be sent to the Assistant Secretary of the Office for Civil Rights.

**5. Late or Missed Assignments and Assessments Policy:** See current DPT Student Handbook “Written Examination Policy”. Additional course-specific policies are 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 on the date and time indicated on the syllabus and Blackboard. Assignments submitted after the indicated time but within 24 hours of the deadline will result in a 20% deduction due to the late submission. Submissions greater than 24 hours late will receive a 20% deduction per each 24-hour period that it is late.

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**6. GUIDANCE ON ARTIFICIAL INTELLIGENCE:** The use of generative AI tools such as Chat GPT is permitted in this course for the following activities, which must be noted or cited:

- Brainstorming, initial concept development and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

However, you may not use AI tools to complete the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat;
- Completing group work that your group has assigned to you, unless it is mutually agreed upon and approved in class that you may utilize the tool;
- Writing a draft of a writing assignment;
- Writing entire sentences, paragraphs or papers to complete class assignments.

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

Plagiarism detecting software: Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

**7. EXAM Policy:** This includes (written/oral exams, quizzes, skills checks, practical exams)

- Students are not authorized to use any outside help. This includes electronic devices, notes, books.
- No electronics including phones and smart watches should be on or near the student during the examination.
- No hats with brims to be worn during examinations.
- Any suspicious behavior will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR).
- See the current DPT Student Handbook for complete policy.

**8. Skills Check Policy:** not applicable

**9. Practical Exam Policy:** not applicable

**10. Student Course Evaluation:** Course evaluations are important to the Department's DPT curriculum assessment plan. The expectation is that all students will give instructors meaningful feedback professionally and respectfully. Instructors use this feedback to enhance their teaching and to improve students' learning. Giving feedback in a course is a professional expectation. For example, when you attend a continuum educational (CE) course as a clinician, you will be asked to give feedback to be eligible for CE units (CEUs). The Department depends on and is grateful for your valuable feedback. Therefore, this course will add an ungraded assignment where you must upload a screenshot of your completed course evaluation, from your 'myutep' course evaluations confirmation page, the week before the final exam. This screenshot will be the proof that you submitted your course evaluation. This proof may be used as evidence of your professionalism and commitment to the success of the DPT curriculum when faculty are making decisions regarding who will be chosen for research grant and/or travel funding.

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**11. Pandemic Safety:** You are expected to follow the safety policies of the DPT Program. These policies may change, depending on local, state, and national conditions. Failure to follow safety policies will be treated as unprofessional behavior.

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

All activities listed on this schedule are MANDATORY – even if the times are outside of regularly scheduled class times. <i>Read all articles for content AND research design.</i>		
Week	Topics & Presenter(s)	Assignments
<b>1</b> <b>WED</b> <b>Aug 30</b>	Course overview Health Behavior Change Models Culture and Health  <i>Gutierrez</i>	<p style="text-align: center;"><b>Read:</b>            e-Source (on Blackboard)            Go to: <a href="https://www.rwjf.org/en/library/features/achieving-health-equity.html">https://www.rwjf.org/en/library/features/achieving-health-equity.html</a>  <b>Watch &amp; reflect</b> upon the 8-video series called  <i>The Interplay Between Culture and Health</i>            (~50 minutes in total)</p> <p style="text-align: center;"><b>Watch</b> ‘Crip Camp’ on Netflix or  <a href="https://www.youtube.com/watch?v=OFS8SpwioZ4">https://www.youtube.com/watch?v=OFS8SpwioZ4</a> (~2 hours)</p> <p style="text-align: center;"><b>Submit statement attesting to having watched &amp; reflected upon ‘Crip Camp’ by 8am on today in Assignments folder on Blackboard</b></p> <p style="text-align: center;"><b>Supplementary reading (not required):</b>            Loria article (<i>Behavioral Change: Motivation Comes from Within</i>) (on Blackboard)            Eggenberger et al article (on Blackboard)</p>
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.		



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<p style="text-align: center;"><b>2 WED Sep 6</b></p>	<p>Diversity, Equity, &amp; Inclusion Trauma-Informed Care Introduction to Public Policy  <i>Gutierrez</i></p>	<p><b>Watch:</b> Trauma-Informed video at: <a href="https://youtu.be/fWken5DsJcw">https://youtu.be/fWken5DsJcw</a> (~3 min)</p> <p><b>Read:</b> What is Public Policy? <a href="https://www.civiced.org/project-citizen/what-is-public-policy">https://www.civiced.org/project-citizen/what-is-public-policy</a></p> <p>and <b>watch</b> the embedded video (~3.5 minutes) from the above site <a href="https://youtu.be/2AZWk9DCaho">https://youtu.be/2AZWk9DCaho</a></p> <p><b>Watch:</b> Introduction to the Public Policy Process (Khan Academy) (~ 6 minutes) <a href="https://www.youtube.com/watch?v=ipm5Bk10Fio">https://www.youtube.com/watch?v=ipm5Bk10Fio</a></p> <p><b>Submit documentation of completion of APTA Module Course Code LMS-CDM-Diverse found in Learning Center (<a href="http://www.apta.org">www.apta.org</a>) by 8am on Today in Assignments folder on Blackboard</b></p>
<p style="text-align: center;"><b>3 WED Sep 13</b></p>	<p>Financial Literacy Module 1 Webinar *GUEST SPEAKER Virtual Joseph Reinke, CFA CEO FitBUX, Inc <i>*Wear DPT polo or equivalent</i>  Social &amp; Structural Determinants of Health Health Disparities / Inequities Intersectionality Privilege &amp; Allyship RESPECT Model  <i>Gutierrez</i></p>	<p style="text-align: center;"><b>Read:</b> Nixon article (on Blackboard)</p> <p style="text-align: center;"><b>Watch:</b> What is Public Health? (5 min) <a href="https://youtu.be/t_eWESXTnic">https://youtu.be/t_eWESXTnic</a></p> <p>AND Determinants of Health - A Practical Approach (4 min) <a href="https://www.youtube.com/watch?v=yMgFt0lqSeQ">https://www.youtube.com/watch?v=yMgFt0lqSeQ</a></p> <p>AND 'Understanding the role of privilege in relation to public health ethics and practice', National Collaborating Centre on Health Public Policy, October 2020 (10 min) <a href="https://www.youtube.com/watch?v=a30a_NiT5zc&amp;list=PLNWUsONW1NHKByYnDkqHAFpoCXcGulGa4&amp;index=6">https://www.youtube.com/watch?v=a30a_NiT5zc&amp;list=PLNWUsONW1NHKByYnDkqHAFpoCXcGulGa4&amp;index=6</a></p> <p style="text-align: center;"><b>Supplementary reading (not required):</b> Bowleg article; Mostow et al article (on Blackboard)</p> <p style="text-align: center;"><b>Week 3 Social Determinants of Health PAPER DUE by 8am Today in Assignments folder on Blackboard</b></p>
<p style="text-align: center;"><b>4 WED Sep 20</b></p>	<p>Health Behavior Counseling Motivational Interviewing  *GUEST SPEAKERS In-Person <b>Patricia Juarez, Reyna Puentas</b></p>	<p style="text-align: center;">Review ACSM Ch 12</p> <p style="text-align: center;"><b>Watch:</b> Motivational Interviewing video: (~8 min) <a href="https://motivationalinterviewing.org/">https://motivationalinterviewing.org/</a> link is also on Blackboard</p> <p style="text-align: center;">Guest speakers will cover the PowerPoint in class <i>*Wear DPT polo and khakis or equivalent</i></p>

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<p><b>5</b> <b>WED</b> <b>Sep 27</b></p>	<p>Gender, Sexuality, and Health</p> <p><b>*GUEST SPEAKER</b> Virtual <b>Oscar Beltran</b> <b>Perez PhD</b> Gutierrez</p> <p><b>Tentative: Financial Literacy Module 2 Webinar</b></p>	<p style="text-align: center;"><b>Read:</b> Quinn et al article (on Blackboard) AND PT Proud Handbook (on Blackboard) AND Five Ways to be an LGBTQ Patient Ally <a href="https://www.apta.org/article/2020/07/21/five-ways-to-be-an-lgbtq-patient-ally?_zs=q5efV1&amp;_zl=RRjx6">https://www.apta.org/article/2020/07/21/five-ways-to-be-an-lgbtq-patient-ally?_zs=q5efV1&amp;_zl=RRjx6</a></p> <p style="text-align: center;"><i>*Wear DPT polo or equivalent</i></p> <p style="text-align: center;"><b>Submit documentation of completion of Financial Literacy Module 2</b></p>
<p><b>6</b> <b>WED</b> <b>Oct 4</b></p>	<p>Disability Justice (continued) Disability &amp; Culture Disability &amp; the PT Profession</p> <p>Gutierrez</p>	<p><b>Go to</b> <a href="http://www.newmobility.com/">http://www.newmobility.com/</a> and/or another disability-related website that you can find the following:</p> <p><b>Find</b> an article and/or blog related to disability AND relationships/sexuality – <b>be ready to discuss</b> 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><b>Find</b> a second article/blog on a different topic that you find particularly interesting, shocking, or just informative. <b>Be ready to discuss</b> your impressions in class.</p> <p style="text-align: center;"><b>Watch:</b> <a href="https://www.pbs.org/newshour/show/2-disability-rights-activists-on-the-power-of-the-ada-and-where-it-falls-short">https://www.pbs.org/newshour/show/2-disability-rights-activists-on-the-power-of-the-ada-and-where-it-falls-short</a> (~8 minutes)</p> <p>AND <a href="https://www.pbs.org/newshour/show/30-years-after-adas-passage-what-it-means-to-these-americans-with-disabilities">https://www.pbs.org/newshour/show/30-years-after-adas-passage-what-it-means-to-these-americans-with-disabilities</a> (~6 minutes)</p> <p>AND <a href="https://www.pbs.org/newshour/show/30-years-after-ada-inaccessibility-persists-for-the-disabled">https://www.pbs.org/newshour/show/30-years-after-ada-inaccessibility-persists-for-the-disabled</a> (~7.5 minutes)</p> <p>AND <a href="https://www.youtube.com/watch?v=7r0MiGWQY2g">https://www.youtube.com/watch?v=7r0MiGWQY2g</a> – My Body Doesn't Oppress me, Society Does (~5 minutes)</p> <p>AND <a href="https://www.youtube.com/watch?v=8K9Gg164Bsw">https://www.youtube.com/watch?v=8K9Gg164Bsw</a> – I'm Not Your Inspiration, Thank You Very Much (~9 minutes)</p> <p style="text-align: center;"><b>Read:</b> <a href="https://www.forbes.com/sites/andrewpulang/2019/11/29/how-to-avoid-inspiration-porn/#5dd689125b3d">https://www.forbes.com/sites/andrewpulang/2019/11/29/how-to-avoid-inspiration-porn/#5dd689125b3d</a> – How to Avoid Inspiration Porn (10 minute read)</p> <p>AND <b>Reflect</b> back on your viewing of Crip Camp &amp; be ready to discuss</p>

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		<b>Week 6 Disability, Society, and PT Profession PAPER DUE by 8am Today in Assignments folder on Blackboard</b>
<b>7 WED Oct 11</b>	<p>Models of Disability Disability Studies Perspective Disability Justice</p> <p><b>Tentative *GUEST SPEAKER Virtual Deana Herrman, PT, PhD</b></p> <p><i>Gutierrez</i></p>	<p style="text-align: center;"><b>Watch:</b> Mia Mingus on Disability Justice <a href="https://www.youtube.com/watch?v=3cJkUazW-jw">https://www.youtube.com/watch?v=3cJkUazW-jw</a> (20 minutes)</p> <p style="text-align: center;"><b>Read:</b> Felder et al article (on Blackboard)</p> <p style="text-align: center;"><b>Supplementary reading (not required):</b> Linton et al article; pages 4-14 of Kafer chapter (on Blackboard)</p> <p style="text-align: center;"><i>*Wear DPT polo or equivalent</i></p>
<b>8 WED Oct 18</b>	<p>Pain and the Brain</p> <p><b>*GUEST SPEAKER In-Person Kosaku Aoyogi, PT, PhD</b></p> <p><i>Prepare for next week's IPE</i></p>	<p style="text-align: center;"><b>Read:</b> Fear &amp; Pain article (on Blackboard) Saracoglu et al article (Blackboard)</p> <p style="text-align: center;">Louw et al article (on Blackboard) Calley et al article (on Blackboard) Blickenstaff &amp; Pearson article (on Blackboard)</p> <p style="text-align: center;">Review specified outcome measures (on Blackboard)</p> <p style="text-align: center;"><b>Week 8 Chronic Pain PAPER DUE by 8am Today in Assignments folder on Blackboard</b></p>
<b>9 WED Oct 25</b>	<p>Health and Wellness Population Health Pain &amp; the Brain (revisited)</p> <p><i>Gutierrez</i></p>	<p style="text-align: center;"><b>Read:</b> Bezner article (on Blackboard) Magnusson et al article (on Blackboard) Physical Activity Guidelines (on Blackboard)</p>

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<p><b>9 FRI Oct 27 PM</b></p>	<p><b>Interprofessional Education event – IN PERSON at Campbell Building</b> – see Blackboard for details</p> <p><i>Mora Solis</i></p>	<p><b>Watch</b> video on Blackboard regarding interpreter-use BEFORE the afternoon IPE event</p> <p><i>*Wear DPT polo and khakis or equivalent</i></p>
<p><b>10 WED Nov 1</b></p>	<p>Adverse Childhood Experiences (ACEs) &amp; Health Policy Tobacco Cessation Counseling APTA</p> <p><b>*GUEST SPEAKER</b> Virtual <b>Holly Mata, PhD</b></p> <p><i>Gutierrez</i></p>	<p><b>Read:</b> Bodner et al article (on Blackboard)</p> <p><i>*Wear DPT polo or equivalent</i></p> <p><b>Interpreter-Use IPE Written Reflection due by 8am Today in Assignments folder on Blackboard</b></p>
<p><b>11 WED Nov 8</b></p>	<p>Population Health (revisited) Global Health APTA (revisited)</p> <p><b>*GUEST SPEAKER</b> Virtual <b>Dr. April Gamble, PT, DPT</b></p> <p><i>Gutierrez</i></p>	<p><b>Read:</b> Pechak et al article (on Blackboard)</p> <p><b>Supplementary reading (not required):</b> Jaffe et al article (on Blackboard) Ries article (on Blackboard)</p> <p><i>*Wear DPT polo or equivalent</i></p>
<p><b>12 WED Nov 15</b></p>	<p>Health Literacy Health Behavior Change (revisited) APTA (revisited)</p> <p><b>*GUEST SPEAKER</b> In-Person <b>Celia Pechak, PT, PhD</b></p>	<p><b>Read:</b> Griech &amp; Skrzat article (on Blackboard) Weiss et al article (on Blackboard) Bailey et al article (on Blackboard) Perez-Stable &amp; El-Toukhy article (on Blackboard)</p> <p><b>Health Behavior Change Written Reflection by 8am Today in Assignments folder on Blackboard</b></p>

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<b>13 WED Nov 22</b>	<i>NO CLASS</i>	<i>Happy Thanksgiving!</i>
<b>14 WED Nov 29</b>	<p>Communication American Sign Language training</p> <p><b>*GUEST SPEAKER</b> <b>In-Person</b> <b>Chris McMillen</b></p> <p><i>Gutierrez</i></p>	<p style="text-align: center;"><b>Read:</b> <i>Communicating with Older Adults</i> (on Blackboard)</p> <p style="text-align: center;"><i>*Wear DPT polo and khakis or equivalent</i></p> <p style="text-align: center;"><b>And the following resources:</b></p> <p>People who are deaf / hard of hearing - <a href="https://www.hsdc.org/services/deaf-101/">https://www.hsdc.org/services/deaf-101/</a></p> <p>People with vision loss - <a href="https://www.visionaware.org/info/emotional-support/for-family-and-friends/guidance-for-caregivers-of-individuals-who-are-blind-or-visually-impaired/communication-tips/1234">https://www.visionaware.org/info/emotional-support/for-family-and-friends/guidance-for-caregivers-of-individuals-who-are-blind-or-visually-impaired/communication-tips/1234</a></p> <p>People with Aphasia - <a href="https://www.aphasia.org/aphasia-resources/communication-tips/">https://www.aphasia.org/aphasia-resources/communication-tips/</a></p> <p>People with Alzheimer's - <a href="https://www.alz.org/help-support/caregiving/daily-care/communications">https://www.alz.org/help-support/caregiving/daily-care/communications</a></p> <p><b>NOTE:</b> 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: <a href="http://learningcenter.apta.org/student/">http://learningcenter.apta.org/student/</a> American Sign Language for the Physical Therapist LMS-ASL-PT</p> <p style="text-align: center;"><b>Documentation of Community Engagement Hours &amp; Written Reflection due by 10am Friday Dec 1 in Assignments folder on Blackboard</b></p>
<b>15 WED Dec 6</b>	<b>In-person using each student's laptop with most current version of Respondus LockDown Browser</b>	<b>FINAL EXAM</b>

**Community Engagement Project:** You will continue your community engagement with your community partner from the Summer. You must complete a minimum of 10 hours over a minimum of 5 visits. If more than 10 hours are completed, you may apply those extra hours to required community service hours for the Program. See Assignments and the Important Information Folders on Blackboard for details regarding the associated required written reflection.

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

**Papers & Written Reflections:** See instructions, rubrics, and deadlines in Assignments folder on Blackboard.