

Reese Campus

Course Syllabus

COURSE: PSYT-1309 (200) (3:3:0)
Health Psychology

SEMESTER: Spring, 2015

CLASS TIMES: Monday
 1:00-3:50, RC 516

INSTRUCTOR: Mollie McCook-Melton M.Ed
 Program Coordinator and Professor Applied Rehabilitation Psychology
 Allied Health Department Chairperson

OFFICE: Reese Center, Building 5, Office 514
 528 Gilbert Drive
 Lubbock, TX 79416

OFFICE HOURS: **Monday** 11:00-12:30 **Tuesday** 10:00-11:00 **Wednesday** 9:30-12:00 **Thursday** 10:00-11:00
 3:00-4:00 **Friday** 11:00-12:00

By individual appointment or office hours

OFFICE PHONE: (806) 716-4652

E-MAIL: mmelton@southplainscollege.edu

Facebook: www.facebook.com/southplainscollegeappliedrehabilitationpsychology

Classroom Messages: Number: 81010
 Class Code: @eee16

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

COURSE DESCRIPTION

Exploration of behavioral medicine and the interdependence of mind and body. Topics include the study of physiological, psychological, behavioral, and social affects of disease processes and disabilities. Preventative and restoration measures are also discussed.

STUDENT LEARNING OUTCOMES

Students will:	<u>Formative Measures</u> Minimum score of 75.	<u>Direct Measure</u> Minimum score of 75	<u>Indirect Measure</u>
<ul style="list-style-type: none"> Demonstrate conceptual knowledge of comprehensive rehabilitation services. 	<ul style="list-style-type: none"> Objective and essay exams Comprehensive course final exam. 	<ul style="list-style-type: none"> Formulate comprehensive treatment plan outlines on a minimum of three (3) chronic illnesses and disabilities. Formulate one (1) comprehensive treatment plan 	<ul style="list-style-type: none"> Clinical Evaluation Forms (PSYT-1164 & PSYT-1165) Exit evaluation

MEASUREMENT & EVALUATION FOR SUCCESSFUL COMPLETION OF COURSE COMPETENCY:

- Regular class attendance.
- Active participation by students.
- Comprehensive final exam.
- Successful completion of course requirements and objectives with a grade of 75 or higher.
- Successful completion of CHLT-1309, PSYT-1332, GERS-1343, PSYT-1374 and PSYT-2303.
- Active learning projects
- Exit evaluation.

COURSE ACTIVITIES:

1. Class lectures
2. Guest speakers
3. Audio-visual presentations
4. Clinical experiences
5. Case assessment
6. Community tours

COURSE OBJECTIVES - Outline form (correlated to Scans and Foundations Skills)

1. Demonstrate an understanding of comprehensive rehabilitation and be able to explain the overall concept of rehabilitation. (C5,6,7)
2. Identify the major systems of the body. (F1, C5,6,7)
3. Identify the disability consequences of bed rest. (C5,6,7)
4. Compare and contrast the rehabilitation process on the following: (C5,6,7)
 1. Amputations
 2. Burns
 3. Cardiovascular disorders
 4. Hearing Impairments
 5. Motor Neuron Diseases
 6. Sexual Adjustment
 7. Stroke
 8. Visual Impairments
 9. Spinal Cord Injuries
 10. Arthritis
 11. Cancer
 12. Diabetes Mellitus
 13. HIV (AIDS)
 14. Multiple Sclerosis
 15. Epilepsy
 16. (A)Traumatic Brain Injury
 17. Pain
5. Demonstrate an understanding of medical equipment by writing a treatment plan. (F2)
6. Explain sexual adjustment to chronic disease and disability. (F6)
7. Write a comprehensive treatment plan. (F2,5,7,8,9,10,11,12)
8. Be familiar with local rehabilitation facilities. (C11)
9. Exhibit behaviors that reflect the ability to work effectively with individuals from diverse backgrounds, individuals with physical differences; and individuals with various degrees of mental and intellectual functioning, and incorporate into the clinical setting.(PSYT-1164) (F13,14,15,16,17) (C1,4,9,11,12,14)

EVALUATION METHODS

During the course of the semester, there will be no make-up examinations. Exams will be a combination of objective and essay discussions. The student has the option available to not take ONE exam, without any qualifying requisites. If the student selects this option, their final examination will be assigned a value of 40% of the overall grade and exams will be assigned a value of 40% of the overall grade. Please note that the final is comprehensive and based on the course requirements, competencies, and objectives. The student is responsible for all the material covered during the semester.

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

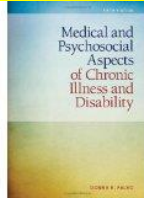
Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS and FOUNDATION SKILLS

Refer also to Course Objectives. SCANS and Foundation Skills attached.

VERIFICATION OF WORKPLACE COMPETENCIES - CAPSTONE EXPERIENCE

SPECIFIC COURSE INFORMATION



TEXT AND MATERIAL

Falvo, D.R. (2014). *Medical and Psychosocial Aspects of Chronic Illness and Disability*. Boston: Jones and Bratlett.

ATTENDANCE POLICY

The student is required to make up any class work missed due to an absence. There are no excused absences. The advantages of attending every class and reading the material for the course cannot be overemphasized. "Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student should withdraw from the course." Please refer to the South Plains College Catalog (2014-2015) pp.19, for specific policies on classroom attendance

ASSIGNMENT POLICY

The student will participate in formulating comprehensive rehabilitation plans (service plans) which must specify case assessment procedures and rehabilitation implications of various disorders. The student is required to submit three (3) service plans during the course of the semester and formulate one comprehensive treatment plan. The final comprehensive treatment plan will be evaluated by a professional in the field. It will be an oral and written presentation by the student to the designated qualified professional. Specific requirements for the project will be discussed in class.

GRADING POLICY - Grades in this course will be determined using the following criteria:

During the course of the semester, there will be three examinations and a comprehensive final.

Three exams	40%
Case Assessments	30%
Final Exam	30%

Grades will be assigned according to the following guidelines.

- A = 90-100
- B = 80 -89
- C = 79-75
- D = 74-70
- F = Below 70

COMMUNICATION POLICY

- Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC”, Remind, and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email and Remind (please see Class Code on page 1 of the syllabus) on a regular basis.

STUDENT CONDUCT

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC Student Guide.

SPECIAL REQUIREMENTS

- **Cell Phones** – Cell phones are to be turned OFF during scheduled class periods, unless prior approval has been given from the instructor. This includes text messaging. Cell phones are to be used outside the classroom only.

COURSE OUTLINE

As outlined in the course description, this course is devoted to understanding severe disabilities in the areas of social/emotional and motor/physical development. Therefore, the focus of class lectures will be to gain knowledge of:

1. the description and symptoms of the specific disorder,
2. the psychosocial aspects of the specific disorder, and
3. case assessment procedures and rehabilitation implications of the specific disorder.

The theoretical models utilized are:

1. Medical
2. Ecological
3. Social
4. Ecomap

The lecture for each class will provide information on the motor/physical development and the social/emotional of the specific disorder being discussed.

The format will be lecture and group discussions.

Wellness Training:

During the course of the semester, the student will participate in wellness training, as outlined by the instructor.

Group Discussions will be based on the following outline:

1. Structure and Function of Specific Body System
2. Conditions Affecting Specific body System
3. Diagnostic Procedure.
4. Treatment and Management
5. Psychosocial and Vocational Issues
6. Case Studies

Case Studies will be utilizing the following outline:

- Medical characteristics
- Complicating factors
- Functional limitations
- Psychosocial aspects
- Rehabilitation potential
- Standards for evaluations
- Vocational implications
- Service plan

COURSE SCHEDULE:

The following is a tentative outline of course activities. During the course of the semester, adjustments will be made as warranted.

Chapters 33 (Assistive Technology) will be integrated into the class discussions on case management.

Case studies will be integrated with the chapters and various disabilities. Studies are required to maintain reading assignments.

Week One	<u>Holiday</u>
Week Two	Introductions, Review of Syllabus Chapter 1 (Conceptualizing Functioning, Health and Disability) (Review Theoretical Models and Case Assessment Procedures) Chapter 2 (Psychosocial & Functional aspects of Chronic Illness and Disability)
Week Three	Chapter 3 (Introduction to the Structure and Function of the Nervous System) Chapter 4 (Traumatic Brain Injury) Chapter 5 (Stroke)
Week Four	Chapter 6 (Epilepsy)
Week Five	<u>Examination 1</u>
Week Six	Chapter 7 (Traumatic Spinal Cord Injury) Chapter 11 (Developmental Condition: Cerebral Palsy)
Week Seven	Chapter 16 (Conditions Related to the Eye and Blindness) Chapter 17 (Hearing Loss and Deafness)
Week Eight	<u>Examination II</u>
Week Nine	<u>Spring Break</u>
Week Ten	Chapter 20 (HIV) Infection) Chapter 21 (Introduction to Cancers: General Methods of Identification and Management)
Week Eleven	Chapter 13 Cardiovascular Conditions) Chapter 14 (Conditions of the Respiratory System)
Week Twelve	Easter
Week Thirteen	<u>Examination III</u>
Week Fourteen	Chapter 23 (Diabetes and Other Conditions of the Endocrine System) Chapter 26 (Amputation)
Week Fifteen	Chapter 32 (Burn Injury and Other Conditions of the Skin)
Week Sixteen	<u>Examination IV</u>

Comprehensive Final Examination

May 11, 2015 - 1:00 to 3:00

ACCOMMODATIONS

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services. For more information, call or visit the Special Services Office in rooms 809 and 811, Reese Center Building 8, (806) 885-3048 ext. 4654.

FOUNDATION SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

- C-9 Participates as a member of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers—works to satisfy customer’s expectations.
- C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

- C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
- C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

- C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Applied Rehabilitation Psychology Program and South Plains College.

Signature

Date