

Curricular Components

Interprofessional Immersion (Geriatric Focus)

Students will participate in a week-long training on the Interprofessional Education (IPE) competencies with a focus on geriatric care. The goal of this 40-hour experiential learning is to provide an opportunity for health professions students to work collaboratively towards achieving core competencies for interprofessional collaborative practice (IPEC, 2011) related to the domains: values/ethics, roles/responsibilities, interprofessional (IP) communication, and teams/teamwork. Course Topics will include Interprofessional Education Competencies such as: 1) understanding health professional roles and learning about differences in professional values and ethics of varying healthcare professions and 2) Effective Communication- Situation, Background, Assessment, and Recommendation (SBAR). Course Requirements/Assignments will include: 1) Hospital & Hospice Rounds, 2) Standardized Patients, 3) Geriatric Empathy Kit training, and 4) Community Visits/Needs Assessments.

CEP 563: Primary Care Psychology

The aim of this course is to build competency in primary care psychology through problem-based learning, didactic presentations, and immersion in behavioral health settings, literature review and research about primary care topics, and inter-professional collaboration. Students will demonstrate the following primary care psychology competencies within the context of addressing border health issues including the biopsychosocial model of health/illness and coping, as well as demonstrating an understanding and application of inter-professional collaboration. Course Topics will include: training in Motivational Interviewing; social determinants of health & multicultural considerations in treatment; vital health behaviors; integrated approaches with cardiovascular disease, diabetes, and chronic pain management; Screening, Brief Intervention Referral to Treatment (SBIRT) model of substance use and abuse. Examples of Course Requirements include an introductory to the Practicum Experience. Students are required to spend five hours a week at a Healthcare Practicum Site which includes one hour of weekly supervision. To help build an evolving understanding of the tools that help promote patients' health, students will create a behavioral health video that can be utilized by BHCs, medical providers, clinics, and community centers to promote education about health related behaviors about a health topic such as, healthy eating, sleep hygiene, weight management, smoking cessation, and ways to reduce stress. Students also provide a presentation to the community about a health condition or healthy behaviors (i.e. relaxation, smoking cessation, depression and diabetes, etc.). The project will include epidemiological data, basic information about the health condition, risks/benefits of treatment vs. no treatment, and simple steps people can take to increase wellness.

CEP 670: Behavioral Health Practicum

This course is designed to build primary care psychology competencies via experiential learning, didactic presentations, and immersion in primary care settings. Students will explore behavioral management strategies and counseling theories that are essential in primary care settings. Trainees will demonstrate the following primary care psychology competencies within the context of practicum placements in primary care settings such as: apply the biopsychosocial model of health and illness to case conceptualization, treatment plan, and intervention at individual, group, and systemic levels; learn and perform a functional assessment of patient

problems; apply evidence-based brief behavior change interventions (e.g. goal setting, self-monitoring, stimulus control, positive reinforcement, guided imagery, progressive muscle relaxation, mindfulness & social support); describe and demonstrate behavioral health consultation skills; demonstrate an understanding of health disparities and social justice issues relevant to health care setting, patient population, and service delivery models; and learn about ethical considerations for psychologists in health care settings. During the semester, students will be placed in primary care sites, which may include: La Clinica, an FQHC; its Student-based Health Centers, or the Family Medicine Center (Medical Residency Program). For this course, a total of 182 hours of clinic hours is required, which includes a minimum of 60 hours of direct service with patients. In addition, students will complete a minimum of two case conceptualization assignments utilizing the biopsychosocial model and specific cases where students engaged in brief behavioral interventions in a primary care setting. Students also will practice giving a brief conceptualization of a patient within a healthcare setting. In this simulation students have to present the case to an integrated care treatment team meeting. Students will be graded on both brevity and comprehensiveness of their presentation.

CEP 698: Special Topics – Field Experience in Integrated Primary Care

This course is designed to build further primary care psychology competencies via experiential learning, group supervision, and immersion in primary care settings. Students will utilize behavioral management strategies and counseling theories that are essential in healthcare settings. In addition to the course objectives covered in CEP 670 the trainees enrolled in this experience will model behavioral health consultation skills for other trainees and consult with other trainees about ethical considerations related to primary care settings. They will also educate other trainees and patients about health disparities and social justice issues relevant to health care setting, patient population, and service delivery models. Students will be placed in the same sites as CEP 670. For this course, a total of 150 hours of clinic hours is required, which includes a minimum of 60 hours of direct service with patients.

CEP 520: The Art & Science of Mindfulness for the Helping Professions

In this course, students will learn about contemplative practices that enhance mind-body integration by study the mechanisms and participating in various mindfulness practices. Course objectives include: to learn about mindfulness practices for self-care; to incorporate mindfulness practices into daily life; to learn how mindfulness practices can increase well-being; to increase students' knowledge of mindfulness theory and research; to develop the skills to teach mindfulness to others. Course Requirements include: provide a research paper and 15-minute presentation of mindfulness research on a topic that focuses on a specific application of mindfulness or the use of mindfulness with a particular population and practice leading others in three mindfulness activities.