

## *Clinical Health Psychology and Behavioral Medicine Doctoral Program Experience at UNTHSC*

The mission of UNTHSC is to improve the health and quality of life for the people of Texas and beyond through excellence in education, research, clinical care, community engagement. UNTHSC values compassion, teamwork, integrity, innovation, and excellence in all its academic, research and services activities. The UNT Health practice plan is the largest multi-specialty group practice in Tarrant County, and includes about 160 DO and MD physicians, nurses, PAs, Nurse Practitioners, psychologists, and other health practitioners.



UNT Training Director: Frank Collins, Ph.D., Professor Department of Psychology

UNTHSC Clinical Advisor: Ed Miles, Ph.D., Assistant Professor Department of Psychiatry

UNTHSC Academic Advisor: des Anges Crusier, Ph.D., MPA, Associate Professor Behavioral Sciences

UNTHSC Graduate School of Biomedical Sciences Dean: Jamboor Vishwanatha, Ph.D.

UNTHSC Texas College of Osteopathic Medicine Acting Dean: Bruce Dubin, DO, JD

UNTHSC Department of Psychiatry and Behavioral Health Acting Chair: Carol Nati, MD, MS

UNTHSC President: Scott Ransom, DO, MBA, MPH

## THE UNIVERSITY OF NORTH TEXAS HEALTH SCIENCE CENTER

The Joint Doctoral Program in Clinical Health Psychology and Behavioral Medicine is accredited by the American Psychological Association. Its UNTHSC home is within TCOM in the Department of Psychiatry and Behavioral Health at UNTHSC. UNTHSC is at 3500 Camp Bowie Boulevard, a brick road that runs from the intersection of 7th Street and University Boulevard at its North Eastern end, to Loop 820 at its South Western end.

The University of North Texas Health Science Center originated as the Texas College of Osteopathic Medicine (TCOM) in 1970. Then a private medical school, TCOM contracted with basic science instructors from UNT to teach the medical students. In 1993 TCOM became a state funded medical college and the Graduate School of Biomedical Sciences was established – thus becoming the UNTHSC (1999). Later, as the UNTHSC, a Physician Assistant Masters program was created, and a School of Public Health (1997) was added.

Recently with the addition of a School of Health Professions, the PA program moved from TCOM to this new school and joins with a new Physical Therapy graduate program. About 1,200 students are enrolled in medicine, PA, public health, and basic science graduate programs.

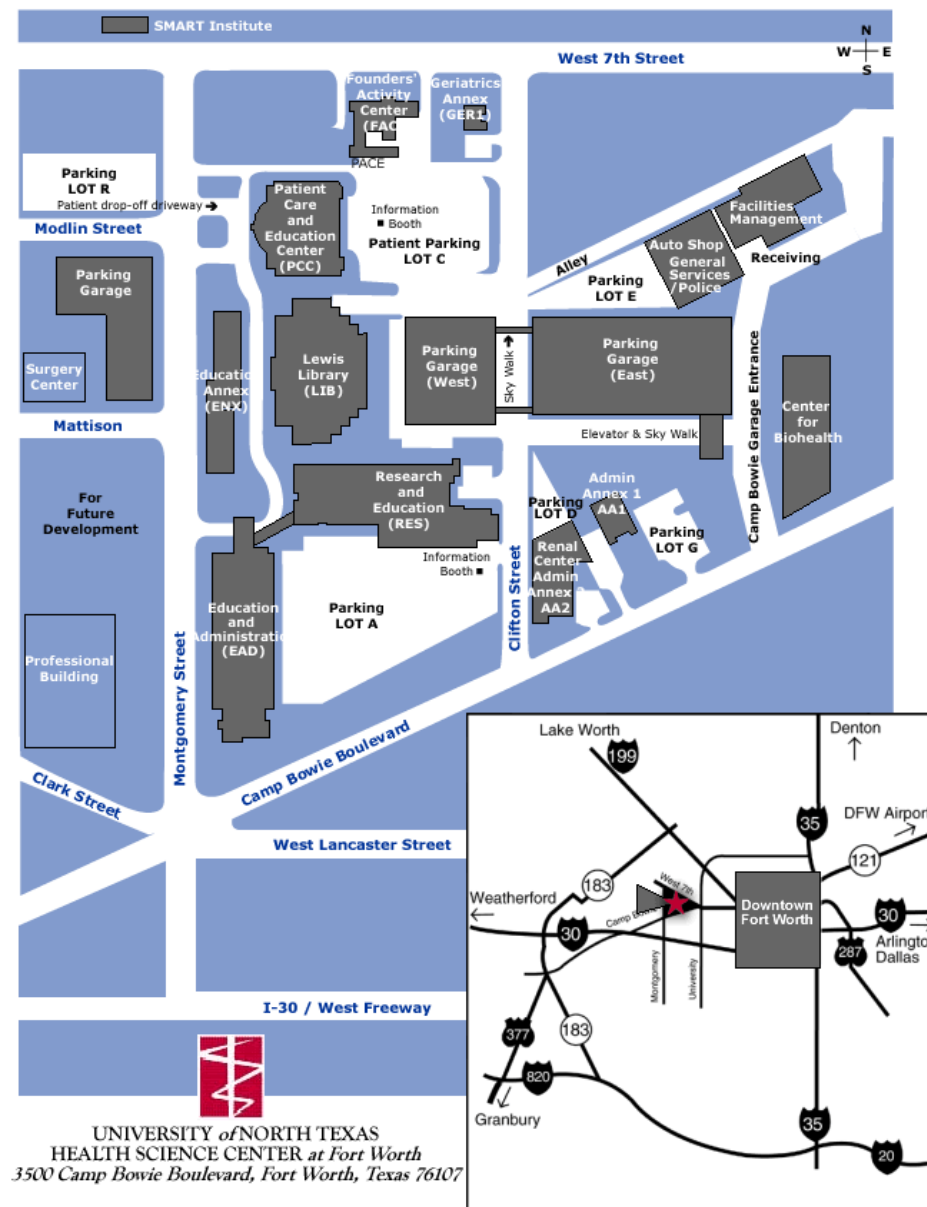
In keeping with its commitment to research, the Health Science Center has several institutes and centers including the Institute for Aging & Alzheimer's Disease, Institutes for research in Cancer, Cardiovascular Disease, Physical Medicine, Manual Medicine, Hispanic Health, and the Eye Research Institute. It also has a Center for Women's Health, Minority Health, Education, Research and Outreach, and the Mental Sciences Institute.

The UNT Center for Human Identification's DNA database is housed at the Health Science Center, and it is one of only three DNA labs in the United States dedicated to identifying the remains of missing persons. The Health Science Center also serves as home to several National Institutes of Health-funded programs, including the Texas Center for Health Disparities Research, the Manual Medicine Research Center, and the multi-institutional Research Education Program.

The main campus is on a hill overlooking downtown Fort Worth and the museum district. The entrance to the atrium is on Camp Bowie with no parking access. The main parking access is on Clifton, south of the campus, called "Lot A". The campus spans about 33 acres in the heart of Fort Worth's Cultural District across the street from the Amon Carter and Kimball museums, and is growing with new academic and research facilities. It is bound by 7th Street on the North and Camp Bowie on the South, and is growing to the West.

The Center for Biohealth (CBH) is at the foot of the hill closest to downtown Fort Worth (West side of the campus). Its access is from Camp Bowie Boulevard, A new academic center is being built on the East side of the campus and can be seen from Montgomery Street which North runs from I30 to 7th street past the Science Museum, and between the new academic center and the original campus.

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An inner drive goes one way through the campus, passing the Library, to the Patient Care Center (PCC). The inner drive is accessed off Montgomery just past the intersection of Camp Bowie and Montgomery.

The EAD building is the tallest eight story building housing academic offices, some classrooms, conference rooms, and some research laboratories. The UNTHSC leadership offices are located on the 8th floor of the EAD, accessible from both the south and north ends of the building.

The EAD building is linked to the RES building via a skywalk on the 4th floor. RES houses biomedical sciences labs, classrooms, offices. The Library houses biomedical communications and technology hubs, a lunch café, and meeting rooms.

## PRACTICUM—FOURTH YEAR CLINICAL ROTATIONS

Three pairs of students will rotate through interprofessional and varied experiences in three month blocks. All students will take 1/2 day per week in outpatient and inpatient therapy regardless of the first assigned rotation block.

### **Psychiatric Inpatient (emphasis on inpatient services and medical care; includes outpatient modalities)**

*Locations: Primary — Tarrant County Hospital District; Secondary — UNTHSC Department of Psychiatry and Behavioral Health*

Students work 20 hours per week spread over three week days in an interprofessional environment both in outpatient and inpatient settings. Students conduct evaluations and provide supervised psychotherapy. Following this rotation, students will continue to work four hours per week for the remainder of the year. Students will also engage in didactic experiences alone and with psychiatry residents. Ed Bleker, PhD and Ed Miles, PhD are supervisors.

### **Geriatric Medicine (neurological aspects of psychiatric disorders in aging)**

*Locations: UNTHSC Department of Family Medicine and Psychiatry and Behavioral Health*

Students will learn how to perform neuropsychological assessments and provide supervised counseling of patients and their families. James Hall, PhD is the supervisor.

### **Sleep Disorders**

*Location: UNTHSC Sleep Diagnostic Center*

Students will learn how to evaluate and address sleep disorders. Students will spend ½ day per week at the sleep center. Sherif Al-Farra, MD is the supervisor.

### **Medical Trauma Center**

*Location: PS Health Network Trauma Center*

The JPS Trauma Center is a 36 bed facility that provides medical care for such conditions as traumatic brain injury, neurological damage such as debilitating aneurisms or stroke, and near fatal physical injuries.

Students will learn to evaluate patients from a neuro-psychological perspective, provide supervised consultations, and participate in surgical staffing activities. Consultations consist of evaluating the functionality of the patient both presently and in the future wherein the surgeon wants to know how the patient can be expected to function in the future. Students will participate in placement of patients and family conferences. Kelly Stille, PsyD is the supervisor.

Details of the practicum requirements and objectives are presented on the following page.

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## PRACTICUM—ACADEMIC REQUIREMENTS

Students enroll in 6 total semester credit hours (SCH) of practicum hours, 3 each semester. It is possible the practicum hours may be scheduled between 7 AM and 9 PM on some assignments depending on the requirements of the attending physician and the modality. The practicum rotations are graded based on criteria below using a scale of 0 to 4 provided by each practicum supervisor.

1. Students establish and achieve two competency goals
2. Attendance is 100% unless excused and documented
3. Participation is an effective learning method
4. Inquisitiveness is demonstrated
5. Others provide feedback to student using the Compact-20©
6. Students complete and submit a written report prior to leaving the rotation
7. Rotation preceptor formally acknowledges the report
8. Student contributes to the rotation experience
9. Demonstrated overall quality of participation

### PSYC 6396. Clinical Health Psychology Preceptorship I

3 SCH. Practical, organized, and evaluated clinical experiences focused on the integration of health psychology in a variety of medical settings, including psychiatric, medical trauma and emergency medicine, pain management, sleep disorders, primary care and internal medicine. The student learns to function as a psychologist in an inter-professional health care team, and achieve competence in assessments, consultation, counseling, professional behavior and decision making as a Clinical Health Psychologist. Prerequisite: Consent of department. Offered each Fall.

### PSYC 6397. Clinical Health Psychology Preceptorship II

3 SCH. Advanced practical experience that builds on first semester rotations. May include elective experiences approved by the major professor and the practicum director. Prerequisite: PSYC 6396 or consent of program director and clinical advisor. Offered each Spring.

## Course Requirements and Competencies

1. Become knowledgeable about psychiatric and medical specialty programs such as trauma, oncology, or cardiology in the role of a clinical health psychologist.
2. Develop and exhibit appropriate and ethical clinical interactions with patients and providers in all rotations.
3. Understand the basic practice of clinical health psychology .
4. Develop effective assessment and communications skills in consulting about patients with other disciplines from a psychological wellness perspective .

## Rotation Reports and Meetings

Students will prepare and submit a brief, **written report/critique of their rotation experiences using the form provided by the Mental Sciences** Institute within one week following each rotation. The rotation supervisor will return this form to the student within one week of receipt with brief typed feedback notes and will send a copy to the clinical and academic advisors as well as the program director.

## Preceptor Meetings

Rotation supervisors will meet daily with the student to wrap-up the day, and consult with the course director immediately, on any questions, needs or concerns.

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## Course Descriptions

In addition to the Practicum hours for graduate credit, students will enroll in a minimum of 6 SCH each semester, selecting from the following offerings.

### BMSC 5231. Introduction to Health Disparities in the United States

Course Director: Robert Kaman, PhD, JD

2 SCH. An examination of the disparities and issues surrounding the treatment of several health problems in the United States, particularly as related to minority populations. Each health condition is approached from the clinical, cultural and scientific aspect so that the student will understand the etiology and treatment of the disease, the cultural characteristics of various populations that may contribute to the disproportionate presence of the disorder in a particular population, and the underlying science involved with each health problem. The latter understanding will aid the student to better approach research, both in the clinical and basic science venues, directed towards better management of the health problems. Offered each fall.

### PHRM 6410. Basic and Clinical Pharmacology

Course Director: John Schetz, PhD

4 SCH. Introduction to major drugs used for the treatment and prevention of disease. The course begins with an overview of the general principles of pharmacology, including major concepts of pharmacodynamics (drug action) and pharmacokinetics (drug time course, dosing). The remainder of the course examines the major classes of drugs that modify the functioning of the autonomic, cardiovascular, central nervous, hematopoietic, and endocrine systems; antibiotics, NSAIDs, and chemotherapeutic agents are also covered. Emphasis is placed on the therapeutic use and mechanism of action of major drugs by class. Offered every Fall.

### PHRM 6040. Psychiatric Disorders: From Bench to Bedside

Course Director: John Schetz, PhD

3 SCH. This advanced course will focus on the neurobiological basis of psychiatric disorders. A primary goal of the course is to integrate basic research and clinical findings. All disorders will be discussed at the molecular, cellular, systems and behavioral levels. Each lecture, following the introduction, will focus on a specific neuropsychiatric disorder, including Schizophrenia, Attention Deficit Hyperactivity Disorder, Autism, Tourette's syndrome, Obsessive Compulsive Disorder, Unipolar Depression and Bipolar disorder. Other lecture specific topics may include various forms of substance use/abuse (e.g., nicotine, alcohol, cocaine methamphetamine, hallucinogens and marijuana). A college level knowledge of basic chemistry, cell physiology and anatomy is required. The format of the course will be a formal lecture for the first 1.5 -2 hrs followed by an informal discussion for the last 1-1.5 hrs. Participation in class discussion is an essential part of the course. The reading assignments will vary from week-to-week, but can include textbook chapters, review articles, medical journal articles, and seminal or current peer-reviewed research reports. Students are expected to have read the material before class so as to facilitate meaningful discussions. This three credit hour course will be offered in the Spring semester of every year or as needed.

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PSYC 6780. Cardiovascular Health

Course Director: Patricia Gwartz, PhD

3 SCH. This course provides an in-depth examination of current issues and research in cardiovascular health from a behavioral medicine perspective. The content emphasizes cardiovascular measurement, research methods, individual differences, and bio-behavioral perspectives on the pathophysiology, assessment, and treatment of cardiovascular diseases. Prerequisite: Consent of department. Offered each Spring.

PSYC 6390/6391. Special Problems 1/2

Instructors: des Anges Cruser, PhD, MPA; James Hall, PhD; Kelly Stille, PsyD; Others may be requested if they have a graduate faculty appointment.

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department chair.

Other opportunities and experiences are available and may be assigned to the practicum students. Examples include: Instructor experience through co-teaching interviewing skills to medical students, didactics with the psychiatry residents, observation and consultation in juvenile services with Carol Nati, MD, MS, observation and consultation in the clinic for youth with mental retardation problems with Carol Nati, MD, MS, and experiences in the pain clinic.

**Use this URL for important links and information:** <http://www.hsc.unt.edu/newstudents/>

- Orientation
  - Students' Website
  - Housing Opportunities
  - Student Policies Handbook
  - Student Organizations
  - Life on Campus
  - Financial Aid
  - Registrar
  - Student Health (Health Care and Immunization Info)
  - GSBS Admissions
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## INTERESTING FACTS



The Gibson D. Lewis Health Science Library, with access to virtually the entire wealth of the world's current medical knowledge, is accessible to the public seven days a week through sophisticated information search networks and computer databases.

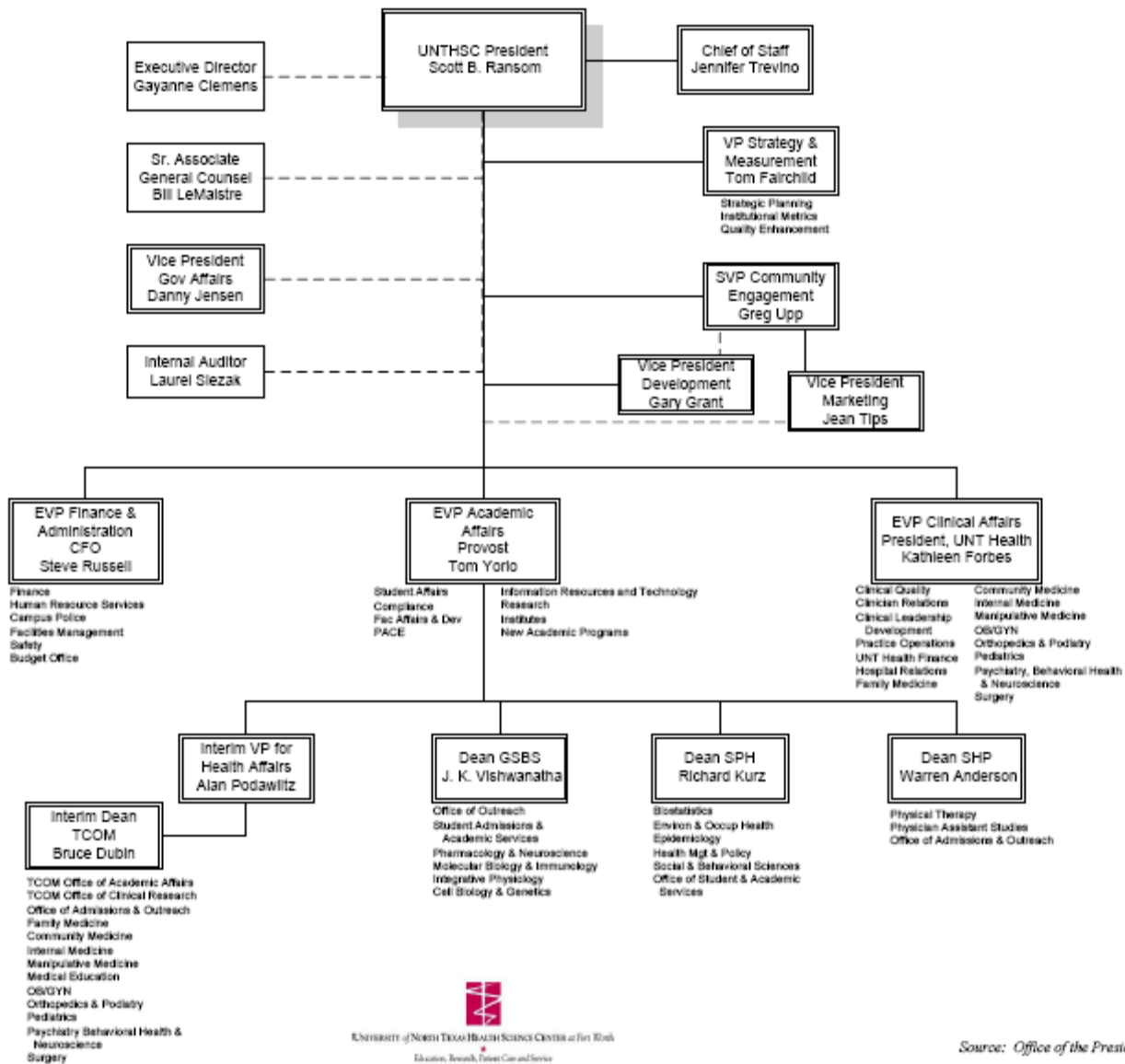
UNT Health provides health care to individuals and families with over half million patient visits annually. Physicians from both allopathic and osteopathic training programs provide health care in 24 medical and surgical specialties and subspecialties, including allergy/immunology, family practice, cardiology, neurology, obstetrics, oncology, orthopedics, psychiatry, sports medicine, and neurosurgery.

The Health Science Center achieved a 60% growth in research funding over four years — the highest of all the health science centers in Texas.

The Health Science Center actively collaborates with several health and technology businesses throughout the DFW area including TECH Fort Worth, Texas Health Resources, and UT Arlington.

At the UNTHSC, we proudly serve North Texas communities through a variety of community and school outreach programs. For example, the Health Science Center founded the annual Hispanic Wellness Fair in 1999, which provided free health screenings and information to more than 16,000 people in 2006, and also founded the annual Cowtown Marathon. UNTHSC faculty and students link with local and remote grade schools and high schools in science education. We also serve as a medical partner for the DFW Breast Cancer 3-Day and participate in 14 state and federally funded programs that bring students and teachers onto campus each summer. Students volunteer at community shelters and outreach programs locally, nationally, and globally.

## UNTHSC ORGANIZATIONAL CHART



UNIVERSITY OF NORTH TEXAS HEALTH SCIENCE CENTER AT FORT WORTH  
Education, Research, Patient Care and Service

Source: Office of the President - 2009

## KEY CONTACTS

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**2009-2010 Clinical Health Psychology Rotation Schedule**

<b>Dates</b>	<b>Trauma</b> Kelly Stille, PsyD	<b>Psychiatric Inpatient</b> Ed Bleker, PhD	<b>Geriatrics</b> James Hall, PhD
<b>August 24, 2009- November 15, 2009</b>	Brandon Baker, MS Lisa Hathaway	Tara Steinberg, MA Will Hua	Serina Huerta Catherine Powers
<b>November 16, 2009- February 15, 2010</b>	Tara Steinberg, MA Catherine Powers	Brandon Baker, MS Serina Huerta	Will Hua Lisa Hathaway
<b>February 16, 2010- May 10, 2010</b>	Serina Huerta Will Hua	Lisa Hathaway Catherine Powers	Brandon Baker, MS Tara Steinberg, MA

**Fall 2009 Course Schedule**

Tuesday: 1-3 PM Biomedical Aspects of Health Disparities

Wednesday: 1-3 PM Basic and Clinical Pharmacology

Friday: 1-3 PM Basic and Clinical Pharmacology

**Fall 2009 Clinical Interviewing Facilitator Schedule (2-5 PM)**

<p><u>Will Hua and Tara Steinberg, MA</u></p> <p>Thursday, August 20 Thursday, August 27 Thursday, September 24 Thursday, October 1 Thursday, October 8 Thursday, October 15 Monday, October 19</p>
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<p><u>Brandon Baker, MS and Lisa Hathaway</u></p> <p>Thursday, August 20 Monday, August 24 Monday, September 21 Monday, September 28 Monday, October 5 Monday, October 12 Monday, October 26</p>
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<p><u>Serina Huerta</u></p> <p>Thursday, August 20, 2009 Thursday, August 27 Monday, September 21 Thursday, October 1 Monday, October 5 Thursday, October 15 Monday, October 19</p>
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<p><u>Catherine Powers</u></p> <p>Thursday, August 20 Monday, August 24 Thursday, September 24 Monday, September 28 Thursday, October 8 Monday, October 12 Monday, October 26</p>
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FORM FOR REVIEW OF DOCTORALPROGRAM PRACTICUM ROTATION  
 CLINICAL HEALTH PSYCHOLOGY AND BEHAVIORAL MEDICINE



SECTION A Identifying Information

Student \_\_\_\_\_ Preceptor \_\_\_\_\_ Rotation \_\_\_\_\_  
 Rotation Start [Click here to enter a date.](#) End [Click here to enter a date.](#)

The purpose of this evaluation is to provide feedback to the student on their performance using commonly accepted professional measures. You can enter up to three goals for this student in the section below. If you have other goals please address them in the text fields under section E of this form.

SECTION B Goals

- Rotation Goals: 1. Choose an item.  
 2.  
 3.

SECTION C Observed Performance

Observation on This Rotation	Not Observed/ Not Applicable	Un-satisfactory (0)	Satisfactory (1)	Average (2)	Better Than Average (3)	Exemplary (4)
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respectfulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress from baseline of the rotation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication – oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication – written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with other providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inquisitiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completion of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall satisfaction with this student's performance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of participation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM FOR REVIEW OF DOCTORALPROGRAM PRACTICUM ROTATION  
CLINICAL HEALTH PSYCHOLOGY AND BEHAVIORAL MEDICINE



SECTION D

Areas of strength: List up to three strengths the student developed or demonstrated during this rotation.

Areas to strengthen: Identify up to three areas the student needs to develop further as goals for professional development.

SECTION E

Additional Goals: Enter up to two additional goals

**Goal Attainment and Other Performance Criteria**

Goal attainment: Student achieved all goals

Additional goal related comments: Enter other brief comments regarding goal attainment.

Compact 20© was completed for this student: Choose an item.

This student contributed to the rotation experience: How did the student contribute to the experience?

Student completed rotation report Choose an item.

Comment as needed per rotation report: Insert text here

Signatures

\_\_\_\_\_  
Preceptor

\_\_\_\_\_  
Student