

PSYC 5380.002/PSYC 6381.002 Syllabus

Course Information:

PSYC 5380.002 Seminar in Psychology / PSYC 6381.002 Seminar in Underserved Populations

Fall 2025 08/25/2025- 12/13/2025

Mondays 5:30pm-8:15pm

Instructor Information:

Kiley Schneider, PsyD.

Office: VIRTUAL (ZOOM)

Office hours: Wednesdays 12-1pm; Thursdays 1-4pm *by appointment only*

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Catalog Description of PSYC 5380: This course is a seminar of topical interest in specialized areas of psychology. **Prerequisite:** Consent of instructor.

Instructor Course Description: This course is intended to provide an introduction to health service psychology as both a theory and practice. Students will learn about different models of health service psychology, levels of integrated care, theories of intervention, and modalities for specific health-related psychological concerns.

LEARNING OUTCOMES:

After successful completion of this course, the student will be able to:

1. Display knowledge of stepped care models and integrated primary care models of health service psychology
2. Demonstrate the ability to discuss brief psychotherapy strategies
3. Demonstrate the ability to select appropriate treatment modalities for co-morbid mental and physical health concerns
4. Display knowledge of appropriate assessment instruments to be used in integrated primary care
5. Evaluate treatment modalities related to health service psychology
6. Discuss current issues in the field of health service psychology
7. Display an ability to select a health-related treatment approach appropriate to case conceptualization

INSTRUCTIONAL STRATEGIES:

This course is largely facilitated by lectures, class discussion, and critical thinking activities. Learners are expected to come to class prepared to discuss readings and engage in active participation in class. The content and focus of discussion is facilitated by course content but driven by learner discussion, so asking questions and collaborative reflection is encouraged!

LEARNING AND EVALUATIVE ACTIVITIES

1. Discussion Posts:

Learners will complete the assigned readings available on Canvas and complete a discussion post by 3:00pm on the day it is due. Discussion posts will include a meaningful reflection on thoughts, reactions, and critiques of the article's content. Learners are encouraged to use the discussion posts to discuss the article and learned content with other individuals in the course.

2. Lecture Content Quizzes:

Learners will complete two quizzes related to course lecture content. These quizzes are intended to be knowledge checks and will assess for consolidation of information shared in lectures and class discussion. Quizzes will contain items that require both recognition and application of course content. Quizzes will take place during class time.

3. Treatment Reflection:

For this assignment, each learner will individually select an article that outlines a treatment approach relevant to health service psychology. Learners will then write a 300-500 word reflection on this article. This reflection will include a brief summary of the treatment discussed in the article and a constructive critique of the modality. This reflection may focus on what learners find helpful about the treatment, what they think is ineffectual, what components should be modified based on other evidence-based research, etc. Treatment reflections will be turned in via Canvas by 3:00pm on the day it is due.

4. Final Case Presentation:

Each learner will complete a case presentation based on pre-written vignettes related to health psychology concerns. Learners will be able to select a vignette from a variety provided by the instructor. Case presentations will include: summary of the vignette; brief conceptualization and a DSM-5 diagnosis, if applicable; selected treatment approach and rationale for selection; and a treatment plan for a single session, brief psychotherapy, and long-term psychotherapy. Learners may use course content and outside resources to complete this assignment. Learners will also provide a "handout" related to the treatment modality selected (e.g., informational sheet on diagnosis/treatment, worksheet related to treatment, etc). Learners should prepare for a 1 hour presentation to the class in addition to time for questions and discussion. Please see the grading rubric for more information related to requirements of the presentation.

Evaluation and Grading Composition: (100 points total)

Discussion Posts:	20 points (4 posts, 5 points each)
Quizzes:	20 points (2 quizzes, 10 points each)
Treatment Reflection:	20 points
Case Presentation:	40 points

Grading Scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

**Rounding is done following mathematical convention, 89.5 would be rounded to a 90, 89.4 to an 89.*

TENTATIVE COURSE SCHEDULE:

**Notes: Predetermined assignments are highlighted below, but others may be assigned.*

Class Date	Class Content	Class Assignments/Quizzes
8/25/25	Introduction to Course; Introduction to Health Psychology	
9/1/25	LABOR DAY: NO CLASS	
9/8/25	C/L Service, Integrated Primary Care, and Stepped Care Models	Discussion Post 1 Due: Lambert et al., 2024
9/15/25	Single Session and Brief Psychotherapy	
9/22/25	Enhancing Treatment Adherence	Quiz 1
9/29/25	Chronic Pain and Hypertension	Discussion Post 2 Due: Lammila-Escalera et al., 2024
10/6/25	Weight Management and Diabetes Management	
10/13/25	Insomnia	Discussion Post 3 Due: Robinson et al., 2020
10/20/25	Childhood Behavioral Concerns	
10/27/25	Class-Selected Special Topic	Treatment Reflection Paper Due
11/3/25	Case Presentations	
11/10/25	Case Presentations	
11/17/25	Case Presentations	Discussion Post 4 Due: Rural Health Information Hub Website
11/24/25	THANKSGIVING HOLIDAY: NO CLASS	
12/1/25	Wrap Up	Quiz 2
12/8/25	Finals Week – No Class Unless Needed	

UNIVERSITY POLICIES:

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;

- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Mission Statement:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

Vision:

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions in the region.