

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

PT 6202

PROFESSIONAL PRACTICE IN PHYSICAL THERAPY

Summer 2020

COURSE SYLLABUS

**Credit Hours:** 2

**Contact Hours:** **Total: 30 hours**  
Lecture: 30 hours; Lab: 0 hours; Clinic: 0 hours

**Schedule:**

Monday through Friday 3:30 pm – 5:00 pm **LIVE CLASS ONLINE**  
Via ZOOM – see Blackboard for the Zoom link

**Instructor:**

Faculty: Celia Pechak, PT, PhD, MPH  
Office location: Campbell Building Room 311  
Phone #: 915-747-7289  
E-mail: cmpechak@utep.edu  
Office hours: Please email me to set-up a Zoom meeting – I am happy to meet virtually to help you succeed in my course!

Teaching Assistant: Sue Fogel, PT

Note: Mrs. Fogel will grade the clinical documentations assignments. However, any concerns regarding grades earned should be addressed to Dr. Pechak.

**Course Description:** Attributes, behaviors, and values embodied by physical therapists in the conduct of professional practice, including documentation skills, teaching and learning principles, and maintenance of effective therapeutic relationships are introduced.

**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.

**Course Objectives:** By the end of the course, the student will be able to:

05/20/2020

1. Explain cultural competence and its significance to creating effective therapeutic relationships. (7D7; 7D8; 7D10; 7D11) [Comprehension]
2. Employ culturally-sensitive verbal and non-verbal communication strategies with faculty, peers, and community members (during course-related activities including service-learning). (7B Communication; 7D7; 7D8; 7D13) [Application]
3. Identify the APTA's Core Values. (7B Ethics & Values; 7D5) [Comprehension]
4. Discuss the relationship between the Core Values and her/his participation in service-learning and volunteerism in the community. (7B Ethics & Values; 7D5; 7D13) [Comprehension]
5. Propose social and/or health policy changes and advocacy efforts needed to improve the health of the population(s) served by the community organization in which s/he completed her/his service-learning. (7D13; 7D14) [Synthesis]
6. Compare her/his learning philosophy and study strategies to current teaching and learning principles, in order to identify opportunities for improvement. (7B Teaching & Learning; 7D12) [Evaluation]
7. Create a professional résumé. (7D7) [Synthesis]
8. Demonstrate basic documentation skills that incorporate medical terminology and ICF terminology and align with legal standards. (7D7; 7D21) [Application]
9. Apply professional behaviors, effective communication, and appropriate active-teaching/learning methods to the effective delivery of an oral presentation. (7B Communication, Teaching & Learning; 7D12) [Application]
10. Constructively critique the written work and oral presentation efforts of peers. (7B Teaching & Learning; 7D12) [Evaluation]
11. Identify resources and opportunities that support leadership development, lifelong learning, and progression towards her/his professional vision. (7D15) [Comprehension]

**Methods of Instruction:** Focus of the course is on active-learning and experiential approaches. Activities include: role playing, small group work, large group discussion, writing assignments, oral presentations, self-reflection, peer critiques, and service-learning.

**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 information about Course Assignments and Assessments may be found at the end of this syllabus after Course Schedule.*

<u>Item</u>	<u>Grade Composition</u>
<b>ASSIGNMENTS</b>	
Clinical documentation assignments	10%
Community engagement paper	6%
Community faculty assignment: Patient interview & patient history	1%
Learning philosophy	10%
Learning philosophy critique	1%
Professional presentation	5%

Professional presentation critique	1%
Professionalism Modules 1-3	3%
Professional résumé	3%
Teaching-learning team activities & log	5%
<b>EXAMINATIONS</b>	
Medical terminology exam*	15%
Final exam*	40%
Total	100%

If you get a grade below an 80% on any exam or assignment, you are required to arrange a meeting with me and discuss study strategies to improve your performance.

**\*All exams will require you to use RESPONDUS LockDown Browser. You will be required to have your Webcam turned on throughout the exam for purposes of maintaining exam integrity.**

**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

**Required Textbooks and Other Learning Resources:**

- 1) Curtis K. Physical Therapy Professional Foundations: Keys to Success in School and Career. Thoroughfare, NJ: Slack; 2002. ISBN 1-55642-411-6
  - NOTE: PDFs of assigned chapters from this book are available for **FREE** on Blackboard due to the generosity of the author. You do NOT have to purchase this book!
- 2) Quinn L, Gordon J. *Documentation for Rehabilitation: A Guide to Clinical Decision Making in Physical Therapy*, 3rd ed. St. Louis, MO: Saunders; 2015. ISBN 978-03-2331-2332
  - *This book will be used in frequently in the latter 2/3 of this course.*
- 3) *AMA Manual of Style: A Guide for Authors and Editors* (11<sup>th</sup> Ed)
  - Available for **FREE** to UTEP students through UTEP Library
  - Go to <https://libguides.utep.edu/pt>
  - *You will use this resource for ALL formal writing assignments while in the DPT Program*

- 4) *Guide to Physical Therapist Practice 3.0*. Alexandria, VA: American Physical Therapy Association; 2014. Available at: <http://guidetoptpractice.apta.org/>
  - Available free to American Physical Therapy Association (APTA) members online
- 5) Online APTA Resources available **FREE** to APTA members (which all DPT students should be):  
APTA Learning Center: Professionalism Module 1- Introduction to Professionalism  
Go to <http://learningcenter.apta.org> – **Complete by NOON on JUNE 15**  
APTA Learning Center: Professionalism Module 2 – History of Professionalism in Physical Therapy  
Go to <http://learningcenter.apta.org> - **Complete by NOON on JUNE 15**  
APTA Learning Center: Professionalism Module 3 – Ethical Compass  
Go to <http://learningcenter.apta.org> - **Complete by NOON on JUNE 15**

#### Recommended Textbooks and Other Learning Resources:

- 1) For a **FREE** eBook to help improve your writing skills, see:
  - Greetham B. *How to Write Better Essays*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan; 2001. ISBNs: 9780333947159 or 9780230629738.
    - Available in the eBook Collection (EBSCOhost) in UTEP Library
    - In particular, see Stage 4, Chapter 5 (*Paragraphs*)

#### 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)

##### 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://uwc.utep.edu>
- 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)

**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 demonstrate academic integrity at all times. 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, but in light of past experiences, 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 policies are as follows:

- As all Program faculty do, I believe that students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes, and arriving to class on time. I am expected to be at class as scheduled and to be on time; I expect the same from you. I work hard to prepare for classes, and to make them productive active-learning opportunities; I expect you to do your part by being prepared and regularly participating. I do NOT give credit for this...I expect it. Failure to arrive to class prepared and on time, and to not participate actively, and to fail to demonstrate professional behaviors may result in deductions to your final semester grade.
- However, congruent with one’s ability to request excused time off in the work setting, I permit ONE excused absence of a single class\* period per course per semester for any reason. In order for your first absence to be excused, you must meet the expectation described further down. HOWEVER, (with very rare exception [eg, documented serious illness or emergency] that will be considered on a case by case basis) there will be NO accommodations offered for missed class time. Specifically, I will NOT offer the opportunity to make up in-class quizzes or written examinations, either in advance 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. (\*NOTE: Single class is defined as 1.5 hours).

- In order to be excused for your first missed class or lab, you must do the following: Email me at [cmpechak@utep.edu](mailto:cmpechak@utep.edu) at least 2 hours in advance if you will not be attending class. I do not require you to give me a reason, but I expect notice in WRITING by email. A phone call from you or message from one of your classmates is not acceptable.
  - If you miss a second (or more) class for any reason, it will be considered unexcused unless it is due to documented illness or emergency. In these cases, you should email me and then arrange a meeting with me upon your return to school to discuss why you missed class. Documentation will be required for any additional absence (eg, doctor's note documenting illness or treatment). I will notify you after our meeting and review of your documentation whether or not the absence will be considered excused or unexcused.
  - Missing 50% or more of a class will be considered an absence.
  - For each incident of an unexcused absence, 5% will be deducted from your final semester grade.
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:
- I use the clock on the computer to determine when class should start and end. If you expect to arrive late or leave early (eg, doctor's appointment), you should notify me in writing by email in at least 2 hours in advance. If you are consistently late &/or leaving early for any reasons, 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 1% deduction from your final semester 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.
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, poor participation, and/or disruption may result in 1% deduction from your final semester grade.
  - University spaces are intended to be safe, welcoming environments that support learning and are respectful of all individuals. Discrimination or harassment based on cultural beliefs, gender identity, sexual orientation, or personal viewpoints will not be tolerated. Diversity is a welcome part of all learning settings. Any direct or indirect instances of discrimination should be reported to Dr Pechak immediately.
  - **NOTE:** *The online learning environment is generally not optimally conducive to promoting a professional environment. Dogs bark and kids scream, and most of us have "offices" in bedrooms. I understand that flexibility is necessary.*

*However, I expect students to be sitting or standing upright during class – as opposed to lying down. Lying down would not be acceptable in a face-to-face classroom. Additionally, I expect your cameras to be turned on so that we may maximize our engagement with each other; I consider having your camera on to be a component of active participation. Mute your microphone when you are not contributing to the discussion in the virtual classroom to avoid being unnecessarily disruptive. If you must “leave” briefly (eg, to go to the toilet), then please use the relevant online symbol to indicate to me that you have “stepped out” or send me a private message in the Chat box.*

*o If your Internet bandwidth is too poor to allow consistent use of video, please contact me to discuss it.*

5. **Late or Missed Assignments and Assessments Policy:** See current DPT Student Handbook “Written Examination Policy”. Additional course-specific policy is 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 at the date and time indicated on Blackboard. Assignments submitted late on the due date will result in a 25% deduction due to the late submission. Assignments submitted after the due date will result in ZERO credit.
6. **Skills Check Policy:** not applicable
7. **Practical Exam Policy:** not applicable

**Course Content and Schedule:** \*\*Times, dates, and reading assignments are subject to change although every effort will be made to minimize any changes – watch Blackboard for any changes.

Date	Topic & Instructor	NOTE: Reading should be completed BEFORE each class.	Assignments
Class 1 WED May 27	History of PT & role of PT; APTA membership; APTA vision; APTA Core Values; introduction to Professional Behaviors (including ethical behavior)  Agent of Change  Explanation of presentation topics and community engagement project  2 minute ‘Elevator Speech’ assignment <ul style="list-style-type: none"> <li>• Explain highlights of PT profession, AND</li> <li>• Explain highlights of UTEP DPT Program</li> </ul>	Curtis Ch. 1,2,3,20 Moffat 2012 article – on Blackboard  Professional Behaviors document  Introduction to the <i>Guide to Physical Therapist Practice</i> (found online at APTA website)	<b>Note:</b> Evidence of completion (eg, electronic certificate) of APTA Modules 1, 2, & 3 is due <b>on Blackboard by JUNE 15.</b>

	<p>To:                  &gt;high school students                  &gt;college/university students                  &gt;general public</p> <p><i>Pechak</i></p>	<p>Hayhurst C. A vision to transform society. <i>PT in Motion</i>. March 2014. (online at APTA website - go to News &amp; Publications tab to find this archived article)</p>	
<p>Class 2                  THUR                  May 28</p>	<p>Student presentations of elevator speech</p> <p>Professionalism</p> <p>Learning styles &amp; domains of teaching;                  Teaching-learning philosophies</p> <p><i>Pechak</i></p>	<p>Curtis Ch. 5,6,9 on Blackboard</p> <p>Curtis Ch. 8, pp. 76-85 on Blackboard</p>	<p>Bring your 2-minute Elevator Speech – see this week’s folder on Blackboard for more details. You do NOT have to submit it on Blackboard prior to class – but I may call on your to present it during class.</p> <p>Be ready to discuss self-reflection re: Professional Behaviors</p>
<p>Class 3                  FRI                  May 29</p>	<p>Continuation of Class 2 activities</p> <p><i>Pechak</i></p>	<p>Svinicki Ch 6– provided on BB</p>	<p>Complete GAMES instrument pp. 132-133 in Svinicki chapter – be ready to discuss</p>
<p>Class 4                  MON                  June 1</p>	<p>Written Communication: English 101</p> <p>Expectations for professional résumé</p> <p><i>Pechak</i></p>	<p>Curtis Ch. 7, p.63                  Curtis Ch. 14, pp. 145-147 on Blackboard</p> <p>Writing Example (posted on BB)</p> <p>Scan “AMA Resources” folder on Blackboard</p>	<p>Have a copy of your current résumé available to review while we discuss my expectations for the professional résumé assignment.</p> <p>After class, you should revise your resume and then obtain critiques from ALL of your Teaching-Learning Team members to work on improving your resume.</p>



<p>Class 5 TUES June 2</p>	<p>Self-reflection, self-assessment, self-regulation; constructive feedback</p> <p>Development of Professional Vision</p> <p><i>Pechak</i></p>	<p>Curtis, pp. 94 &amp; 161 on Blackboard</p> <p>Re-read Svinicki Ch 6 focusing on concept of self- regulation</p>	
<p>Class 6 WED June 3</p>	<p>Documentation Introduction</p> <p><b>(Have documentation text book handy for ALL documentation class sessions starting today)</b></p> <p><i>Pechak</i></p>	<p>Quinn/Gordon Ch. 1,2,3</p> <p>“Defensible Documentation Elements” found on APTA Website</p> <p>Principles of Physical Therapist Patient &amp; Client Management (in the <i>Guide</i> - online at APTA website)</p>	<p>Have an electronic version of your “Professional Vision” statement available for class discussion today</p> <p>Complete all exercises in Quinn/Gordon Ch. 1,2 prior to class</p>
<p>Class 7 THUR June 4</p>	<p>Verbal &amp; non-verbal communication, interpersonal skills, establishing a therapeutic relationship; patient interaction; interprofessional collaboration</p> <p><i>Pechak</i></p>	<p>Finish reading Student Handbook</p> <p>Curtis Ch. 19 on Blackboard</p>	<p>Learning philosophy (as Word doc) due to your assigned partner by NOON today for critique</p> <p>Résumé due at NOON today on Blackboard – you should have received critiques from ALL of your Teaching-Learning Team members prior to final submission</p> <p>Be ready to discuss what you think contributes to and constitutes a “therapeutic relationship”</p>
<p>Class 8 FRI June 5</p>	<p>Documentation: Initial eval overview; reason for referral</p> <p><b>MEDICAL TERMINOLOGY EXAM</b></p>	<p>Quinn/Gordon Ch. 7,8</p>	<p>Complete all exercises in Quinn/Gordon Ch. 7,8 prior to class</p>

	<p>ONLINE using Respondus Lock-Down Browser</p> <p><i>Pechak</i></p>	<p>Review the “Physical Therapy Patient-Interview Assessment Tool” provided to you in hard copy</p>	<p>Be prepared to do a patient interview with a fellow student and to critique your partner and yourself; afterwards, your group will need to schedule a time to do this with your community faculty member</p>
<p>Class 9 MON June 8</p>	<p>Documentation: standardized outcome measures*; documenting activities &amp; impairments</p> <p>*note: concepts in this chapter are also covered in Research Methods (eg, psychometric properties) – you should be able to apply them in both courses in class and on exams</p> <p><i>Pechak</i></p>	<p>Quinn/Gordon Ch. 4,9,10</p>	<p>Learning philosophy critique (with Track Changes on your partner’s Word doc) with completed rubric due by NOON today on Blackboard, and email to the person who sent you their learning philosophy.</p> <p>Documentation assignment due by NOON today on Blackboard.</p> <p>Complete all exercises in Quinn/Gordon Ch. 9,10 prior to class</p>
<p>Class 10 TUES June 9</p>	<p>Documentation continued...</p> <p><i>Pechak</i></p>		
<p>Class 11 WED June 10</p>	<p>Professional &amp; Scientific Writing</p> <p>AMA Manual of Style</p> <p>DPT Student Resource Site</p> <p><i>Pechak</i></p>	<p>Review AMA documents on DPT Student Resource Site</p>	<p>Documentation assignment due by NOON today on Blackboard.</p>
<p>Class 12 THUR June 11</p>	<p>Documentation: Assessment and Goals</p> <p><i>Pechak</i></p>	<p>Quinn/Gordon Ch. 11,12</p> <p><i>The Guide</i> - Physical Therapist Examination and Evaluation: Focus on</p>	<p>Complete all exercises in Quinn/Gordon Ch. 11,12 prior to class</p>

		Tests and Measures (online)	
Class 13 FRI June 12	Cultural competency & diversity  Expectations for professional presentations	Curtis Ch. 8, pp.71-76 & Ch. 11, 18 on Blackboard	Documentation assignment due by NOON today on Blackboard.
Class 14 MON June 15	Documentation: Plan of Care; session & progress notes  <i>Pechak</i>  <b>Student Presentations</b>	Quinn/Gordon Ch. 13,14	Learning philosophy due by NOON today on Blackboard.  Complete all exercises in Quinn/Gordon Ch. 13,14 prior to class  Assigned students to complete presentation critique  <b>Note:</b> Evidence of completion (eg, electronic certificate) of Professionalism Modules is due on Blackboard by NOON on JUNE 15
Class 15 TUES June 16	Documentation: Payment policy and coding; D/C summary <i>Pechak</i>  <b>Student Presentations</b>	Quinn/Gordon Ch. 5,15	Documentation assignment due by NOON today on Blackboard.  Assigned students to complete presentation critique
Class 16 WED June 17	Documentation: Payment policy and coding; D/C summary (cont) <i>Pechak</i>  <b>Student Presentations</b>	Quinn/Gordon Ch. 5,15	Documentation assignment due by NOON today on Blackboard.  Assigned students to complete presentation critique  Community Faculty assignment due by NOON today on Blackboard.

Class 17 THURS June 18	Documentation Electronic Medical Record <i>Pechak</i>  <b>Student Presentations</b>	Quinn/Gordon Ch. 6	Documentation assignment due by NOON today on Blackboard.  Assigned students to complete presentation critique
Class 18 FRI June 19	Documentation Intro to informatics <i>Pechak</i>  <b>Student Presentations</b>  Brief discussion of Final Exam	See readings on BB related to Informatics	Assigned students to complete presentation critique
Class 19 MON June 22	Healthy People 2020 / 2030 <i>Pechak</i>  <b>Student Presentations</b>	Review Healthy People 2020 objectives	Review HealthyPeople.gov – be ready to discuss how the Physical Therapy profession can contribute to the Healthy People 2020 Objectives & the future 2030 objectives  Assigned students to complete presentation critique
Class 20 TUES June 23	Course Wrap-up and Exam Review <i>Pechak</i>		Community Engagement Paper due by NOON today on Blackboard
THURS June 25 1-2pm	<b>FINAL EXAM</b> ONLINE using <b>Respondus Lock-down Browser</b>		Teaching-Learning Team Log due by NOON today on Blackboard  Submit Final Exam essay by NOON today on Blackboard

**Additional Information Regarding Course Assignments and Assessments:**

**Medical terminology exam:** You will have ONE chance to re-take this exam during Week 3 if you are not pleased with your grade on the original exam in Week 2. The second exam grade will stand – MINUS 5% for needing/choosing to re-take it. Medical terminology content will also be on the Final Exam.

- EXCEPTION: If you were offered a position in the UTEP DPT Program less than 30 days prior to the first day of the Summer semester, this deduction will be waived.

**Modules:** All modules should be completed by each student WITHOUT the assistance/cooperation of others. Evidence of completion is due on Blackboard by NOON on JUNE 15.

**Community Engagement Project and Paper:** DPT students are expected to serve our community through community engagement activities. However, the pandemic has upended our normal community engagement activities for Summer. Student teams will be responsible for helping course faculty identify options for Fall 2020. Additionally, individual students will be expected to develop their understanding about a local community partner and the population that they serve, and demonstrate this understanding in a paper. See Blackboard for more details.

**NOTE:** All written assignments are due by the time and date indicated. Assignments submitted late on the due date will result in a 25% deduction due to the late submission. Assignments submitted after the due date will result in ZERO credit.