

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

PT 6233

Behavioral Science Topics

Fall 2022

COURSE SYLLABUS

Credit Hours: 2

Contact Hours: Total: 30 hours (15 weeks including final exam)
Lecture: 27 hours; Lab: 0 hours; Clinic: 0 hours; Interprofessional Education Event: 3 hours

Schedule: Friday 9:00-11:00am (EXCEPT for dates in **RED** on the schedule below)
Location: Campbell Room 213 – unless indicated in **RED** on the schedule below

Instructor:

Faculty: Celia Pechak, PT, PhD, MPH (she/her/ella) – please call me *Dr. P* or *Dr. Pechak* (pronounced ‘paycheck’)

Office location: Campbell Room 311

Phone #: 915-747-7289

E-mail: cmpechak@utep.edu (best way to contact me)

Office hours: You may email me for individual appointments on any day except Thursdays (unless there is an urgent need to meet). I am very happy to meet with you to help you learn the course content! Bring your questions.

Teaching Assistant: Kiersten Garrand, PT, DPT - k.garrand@yahoo.com (Note: Dr. Garrand will be grading your papers. You may reach out to her with questions about preparing your manuscript and questions related to the grades you earned for the papers. However, all other questions regarding course matters should be directed to Dr. Pechak.)

Tutoring & Peer Mentorship: Maryam Buazza (mbuazza@miners.utep.edu) and Kelli Kirkpatrick (kkirkpatric@miners.utep.edu) (Class of 2024 students) are available for tutoring and peer mentorship. Watch for emails from them regarding scheduled weekly tutoring hours and peer mentorship activities, or contact them directly if you need tutoring or guidance from successful DPT students who are motivated to help you succeed.

Course Description: Psychosocial aspects of health and disability are explored from individual and population health perspectives. Topics include culture, communication, social determinants of health, health behavior change, motivational interviewing, and pain science

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

8/19/2022

1. Discuss how culture impacts health and disability. (7D7, 7D8, 7D12) [Knowledge]
2. Discuss the social determinants of health and their relationship to health disparities. (7A: Psychosocial Aspects of Health and Disability, 7D34, 7D41) [Knowledge]
3. Propose changes in social and/or health policy to positively influence population health locally. (7A: Psychosocial Aspects of Health and Disability, 7D12, 7D34, 7D41) [Synthesis]
4. Apply health behavior change models to individuals' health behaviors. (7A: Psychosocial Aspects of Health and Disability, 7D7, 7D8, 7D12) [Application]
5. Apply the elements of motivational interviewing to health behavior change of her/his community faculty member. (7A: Psychosocial Aspects of Health and Disability, 7D7, 7D8, 7D12, 7D27h) [Application]
6. Discuss the biopsychosocial elements of chronic pain and chronic pain management. (7A: Psychosocial Aspects of Health and Disability, 7D7, 7D8, 7D19q) [Knowledge]

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.

Methods of Instruction: Primarily active-learning activities, including: small and large group discussion, role playing, research conference attendance, interprofessional education, service-learning, and structured reflection.

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 details regarding assignments and assessments are found at the end of this syllabus after the Course Schedule.

<u>Item</u>	<u>Grade Composition</u>
Week 1: Viewed & reflected upon 'Crip Camp' (available on Netflix & YouTube)	1%
Week 2: Diversity, Equity, & Inclusion Activity: APTA Module <i>Course Code LMS-822</i>	2%
Week 3: Social Determinants of Health PAPER	20%
Week 6: Chronic Pain PAPER	20%
Week 8: Disability, Society, and PT Profession PAPER	20%
Week 11: Community Faculty Interview & Health Behavior Change Written Reflection	10%
Week 11: Interpreter-Use IPE Participation (0.5%) Week 12: & Written Reflection (0.5%)	1%
Week 13: American Sign Language Training Participation	1%

Week 13: Documentation of 10 hours of community engagement (4%) & Written Reflection (1%)	5%
Week 15: Final Written Exam*	20%
Total	100%

*The exam will require you to use the most current version of RESPONDUS LockDown Browser on your laptop. Exam will be held in-person on-campus.

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) American College of Sports Medicine. *ACSM's Guidelines for Exercise Testing and Prescription*. 10th ed. Philadelphia, PA: Wolters Kluwer; 2018. ISBN-9781496339065
 - This is the textbook used in PT 6210 Clinical Exercise Physiology
- 2) American Medical Association. *AMA Manual of Style: A Guide for Authors and Editors*. 10th ed. New York City, NY: Oxford University Press; 2007.
 - Available for free to UTEP students through UTEP Library
 - Go to <https://libguides.utep.edu/pt>
- 3) See Blackboard for further required readings & resources.

Recommended Textbooks and Other Learning Resources:

- 1) Purnell LD. *Guide to Culturally Competent Health Care*. Philadelphia, PA: FA Davis; 2009.
 - Available for 24-hour loan in the DPT Program's Administrative Assistant's office (Campbell Room 309).
- 2) For additional information about AMA formatting, see https://owl.purdue.edu/owl/research_and_citation/ama_style/index.html
- 3) For information about properly writing research manuscripts, see
 - https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html

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 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
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; www.utep.edu/student-affairs/counsel
 - **Togetherall:** Free online 24/7 mental health support
<https://www.utep.edu/student-affairs/counsel/services/togetherall.html>

Additional Resources:

- Division of Student Affairs. 915.747.5076, www.utep.edu/student-affairs
- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- Writing Center: 915.747.5112. <https://www.utep.edu/uwc/>
- Computer Labs: Independent Learning Center (ILC), 1st floor Campbell Building
- Military Student Success Center: 915.747.5342, www.utep.edu/student-affairs/mssc
- Student Wellness Program. 915.747.6738, 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

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

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 policy are as follows:

- As all Program faculty do, I believe that you should demonstrate your commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes, arriving to class on time, and being fully prepared to engage in class. I have high expectations because I am preparing you to demonstrate this professional behavior during your clinical education courses and when working as a licensed physical therapist.
- **However, if you are experiencing personal challenges interfering with meeting my attendance expectations and you wish to share this information with me, please contact me to discuss what assistance may be available to you. If you are not comfortable speaking with me, then please reach out to your assigned Advisor or to Dr. Gurovich.**
- Congruent with one’s ability to request excused time off in the work setting, I do permit **ONE excused absence** of a single class 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 receive deductions further below (#5). 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: You will still lose the associated course credit if you do not attend the IPE event &/or the ASL training.**
- In order to be excused for your first missed class or lab, you must do the following: Email me at 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 30 minutes or more of a class will be considered an absence.

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.

- **However, if you are experiencing personal challenges interfering with meeting my on-time expectations and you wish to share this information with me, please contact me to discuss what assistance may be available to you. If you are not comfortable speaking with me, then please reach out to your assigned Advisor or to Dr. Gurovich.**
- If you have an unexpected reason for being late (eg, flat tire), please send me an email explaining the reason for your tardiness when it is safe to do so.
- **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. **However, exceptions will be made if you notify me in advance that you have an urgent reason to be monitoring texts or responding to calls (eg, family illness).**

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 (including failure to do required readings in advance), poor participation (including failure to be able to discuss the readings when called upon to do so), and/or disruption may result in 1% deduction from your final semester grade.
- **DIVERSITY & INCUSION STATEMENT:** I highly value diversity, and am committed to ensuring that you and all of your peers experience a sense of belonging in my course and our DPT Program. University spaces are intended to be safe, welcoming environments that support learning and are respectful of all individuals. Disrespect, discrimination, and harassment based on any personal characteristics (including but not limited to race/ethnicity, sex, gender identity, and sexual orientation) is not acceptable. Any direct or indirect instances of intended or unintended disrespect (including microaggressions), discrimination, or harrassment should be reported to me immediately so that I may work to improve our learning environment. If I inadvertently create an unwelcoming environment for you, I ask you to please arrange a time to meet with me so that I can do better.
- **TITLE IX INFORMATION:**
 - The University of Texas at El Paso is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in any federally funded educational programs or activities.
 - Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination including sexual misconduct, sexual harassment, and acts of sexual violence. Sexual violence may include rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. Title IX prohibits

institutions from excluding, separating, denying benefits, or otherwise treating individuals differently on the basis of sex. Sex based discrimination is prohibited at UTEP both by law and by University and UT System policies.

- For additional information or questions, please contact the Title IX Coordinator, who can be reached by phone at (915) 747-8358, by email at titleix@utep.edu, or by mail at 500 W. University Ave., El Paso, TX 79968, Kelly Hall, Room 312. In addition to or in lieu of contacting the Title IX Coordinator, inquiries may also be sent to the Assistant Secretary of the Office for Civil Rights.
- Some classes are scheduled to be held via Zoom. When that occurs, my expectations are as follows: *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 you 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.*
 - *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 policies are 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 on the date and time indicated on the syllabus and Blackboard. Assignments submitted after the indicated time but within 24 hours of deadline will result in a 20% deduction due to the late submission. Submissions greater than 24 hours late will receive a 20% deduction per each 24-hour period that it is late.

6. Skills Check Policy: not applicable

7. Practical Exam Policy: not applicable

8. Pandemic Safety: You are expected to follow the safety policies of the DPT Program. These policies may change, depending on local, state, and national conditions. Failure to follow safety policies will be treated as unprofessional behavior.

Course Content and Schedule: (Note: You will be notified of changes via Blackboard &/or email).

All activities listed on this schedule are MANDATORY – even if the times are outside of regularly scheduled class times. Read all articles for content AND research design.		
Week	Topics & Presenter(s)	Assignments
1 FRI Aug 26	Course overview Health Behavior Change Models Culture and Health <i>Pechak</i>	Read: Eggenberger et al article (on Blackboard) Loria article (<i>Behavioral Change: Motivation Comes from Within</i>) (on Blackboard) e-Source (on Blackboard) Go to: https://www.rwjf.org/en/library/features/achieving-health-equity.html Watch & reflect upon the 8-video series called <i>The Interplay Between Culture and Health</i> (~50 minutes in total) Watch ‘Crip Camp’ on Netflix or https://www.youtube.com/watch?v=OFS8SpwioZ4 Submit statement attesting to having watched & reflected upon ‘Crip Camp’ by 9am on today in Assignments folder on Blackboard NOTE: Given the demographics of our local population, I provided a reading related to the cultural characteristics of Mexican Americans as ONE example. However, the video series reflect a much wider look at the diversity of cultures in our country. I welcome & encourage discussion about any culture in class. Additionally, the <i>Guide to Culturally Competent Health Care</i> (Purnell) is available for loan in the DPT Program’s Administrative Assistant’s office if you want to access additional written information about other cultures.

<p>2 WED Aug 31 8-10am Room 115 (make-up for Sep 2)</p>	<p>Diversity, Equity, & Inclusion Trauma-Informed Care Introduction to Public Policy</p> <p><i>Pechak</i></p>	<p>Watch Trauma-Informed video at: https://youtu.be/fWken5DsJcw (~3 min)</p> <p>Read: What is Public Policy? https://www.civiced.org/project-citizen/what-is-public-policy</p> <p>and watch the embedded video (~3.5 minutes) from the above site https://youtu.be/2AZWk9DCaho</p> <p>Watch: Introduction to the Public Policy Process (Khan Academy) (~ 6 minutes) https://www.youtube.com/watch?v=ipm5Bk10Fio</p> <p>Submit documentation of completion of APTA Module Course Code LMS-822 found in Learning Center (www.apta.org) by 9am on FRIDAY Sep 2 in Assignments folder on Blackboard</p>
<p>3 FRI Sep 9</p>	<p>Health Behavior Counseling Motivational Interviewing</p> <p>*GUEST SPEAKERS Patricia Juarez, Reyna Puentas</p> <p><i>Wear DPT polo or equivalent</i></p>	<p>Review ACSM Ch 12 Motivational Interviewing video: https://motivationalinterviewing.org/ link is also on Blackboard (Guest speakers will cover the PowerPoint in class)</p> <p>Week 3 PAPER DUE by 9am today in Assignments folder on Blackboard</p>
<p>4 FRI Sep 16</p>	<p>Social & Structural Determinants of Health Health Disparities / Inequities Intersectionality Privilege & Allyship RESPECT Model</p> <p><i>Pechak</i></p>	<p>Read: Bowleg article; Nixon article; Mostow et al article (on Blackboard)</p> <p>Watch: What is Public Health? (5 min) https://youtu.be/t_eWESXTnic Determinants of Health - A Practical Approach (4 min) https://www.youtube.com/watch?v=zSquDQRjZv0 'Understanding the role of privilege in relation to public health ethics and practice', National Collaborating Centre on Health Public Policy, October 2020 (10 min)</p> <p>https://www.youtube.com/watch?v=a30a_NiT5zc&list=PLNWUsONW1NHKByYnDkqHAFpoCXcGulGa4&index=6</p>

<p>5 FRI Sep 23</p>	<p>Gender, Sexuality, and Health</p> <p>*GUEST SPEAKER Oscar Beltran Perez PhD Via ZOOM – see Blackboard for link</p> <p><i>Pechak</i></p>	<p>Read: Quinn et al article (on Blackboard) PT Proud Handbook (on Blackboard) AND https://www.apta.org/article/2020/07/21/five-ways-to-be-an-lgbtq-patient-ally?_zs=q5efV1&_zl=RRjx6</p>
<p>6 FRI Sep 30</p>	<p>Pain and the Brain</p> <p>*GUEST SPEAKER Dr. Kevin Browne</p>	<p>Read: Louw et al article (on Blackboard) Calley et al article (on Blackboard) Blickenstaff & Pearson article (on Blackboard) Fear & Pain article (on Blackboard)</p> <p>Review specified outcome measures (on Blackboard)</p> <p>Week 6 PAPER DUE by 9am today in Assignments folder on Blackboard</p>
<p>7 FRI Oct 7</p>	<p>Models of Disability Disability Studies Perspective Disability Justice</p> <p>*GUEST SPEAKER Deana Herrman, PT, PhD via ZOOM – see Blackboard for link</p>	<p>Watch: Mia Mingus on Disability Justice https://www.youtube.com/watch?v=3cJkUazW-jw (20 minutes)</p> <p>Read: Felder et al article (on Blackboard)</p> <p>Supplementary reading (not required): Linton et al article; pages 4-14 of Kafer chapter (on Blackboard)</p>

<p>8 FRI Oct 14</p>	<p>Disability Justice (continued) Disability & Culture Disability & the PT Profession</p> <p><i>Pechak</i></p>	<p>Go to http://www.newmobility.com/ and/or another disability-related website that you can find</p> <p>Find an article and/or blog related to disability AND relationships/sexuality - be ready to discuss if you were surprised by anything you read. Also be ready to discuss what you think the role of the physical therapist is in addressing sexual issues with patients/clients.</p> <p>Find a second article/blog on a different topic that you find particularly interesting, shocking, or just informative. Be ready to discuss your impressions in class.</p> <p>Watch: https://www.pbs.org/newshour/show/2-disability-rights-activists-on-the-power-of-the-ada-and-where-it-falls-short (8 minutes)</p> <p>AND https://www.pbs.org/newshour/show/30-years-after-adas-passage-what-it-means-to-these-americans-with-disabilities (6 minutes)</p> <p>AND https://www.pbs.org/newshour/show/30-years-after-ada-inaccessibility-persists-for-the-disabled (7.5 minutes)</p> <p>AND https://www.youtube.com/watch?v=7r0MiGWQY2g - My Body Doesn't Oppress me, Society Does (5 minutes)</p> <p>AND https://www.youtube.com/watch?v=8K9Gg164Bsw - I'm Not Your Inspiration, Thank You Very Much (9 minutes)</p> <p>Read: https://www.forbes.com/sites/andrewpulang/2019/11/29/how-to-avoid-inspiration-porn/#5dd689125b3d - How to Avoid Inspiration Porn</p> <p>AND Reflect back on your viewing of Crip Camp & be ready to discuss</p> <p>Week 8 PAPER DUE by 9am today in Assignments folder on Blackboard</p>
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<p>12 FRI Nov 11</p>	<p>Health Literacy Health Behavior Change (revisited) <i>Pechak</i></p>	<p>Read: Griech & Skrzat article (on Blackboard) Weiss et al article (on Blackboard) Bailey et al article (on Blackboard) Perez-Stable & El-Toukhy article (on Blackboard)</p> <p>Interpreter-Use IPE Written Reflection due by 9am today in Assignments folder on Blackboard</p>
<p>13 FRI Nov 18</p>	<p>Communication American Sign Language training *GUEST SPEAKER <i>Chris McMillen</i></p>	<p>Read: <i>Communicating with Older Adults</i> (on Blackboard)</p> <p>And the following resources:</p> <p>People who are deaf / hard of hearing - https://www.hsdcc.org/services/deaf-101/</p> <p>People with vision loss - https://www.visionaware.org/info/emotional-support/for-family-and-friends/guidance-for-caregivers-of-individuals-who-are-blind-or-visually-impaired/communication-tips/1234</p> <p>People with Aphasia - https://www.aphasia.org/aphasia-resources/communication-tips/</p> <p>People with Alzheimer's - https://www.alz.org/help-support/caregiving/daily-care/communications</p> <p>NOTE: Today's speaker also has an online course related to this content. You are NOT required to take this online course prior to attending today's session. However, I am providing the link for those of you who want to continue to develop your American Sign Language skills: http://learningcenter.apta.org/student/MyCourse.aspx?id=6d454322-4849-48ee-8a36-e3b1c5b20b4f&programid=dcca7f06-4cd9-4530-b9d3-4ef7d2717b5d</p> <p>Documentation of Community Engagement Hours & Written Reflection due by 9am today in Assignments folder on Blackboard</p>
<p>14 FRI Nov 25</p>	<p>NO CLASS</p>	<p><i>Happy Thanksgiving!</i></p> <p>See Week 14 folder on Blackboard for the research article that needs to be appraised in detail prior to the Final Exam.</p>

15 FRI Dec 2 9-11am	FINAL EXAM In-person using each student's laptop with most current version of Respondus LockDown Browser
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Community Engagement Project: You will continue your community engagement with your community partner from the Summer. You must complete a minimum of 10 hours over a minimum of 5 visits. If more than 10 hours are completed, you may apply those extra hours to required community service hours for the Program. See Assignments folder on Blackboard for details regarding the associated required written reflection.

Diversity, Equity, & Inclusion Activity - APTA Module: You must complete *Clinical Decision Making in Diverse Populations* (Course Code LMS-822) found in the APTA Learning Center. Go to <https://learningcenter.apta.org/> and then search for the course code. Submit evidence of completion in Assignments folder on Blackboard.

Papers & Written Reflections: See instructions, rubrics, and deadlines in Assignments folder on Blackboard.