PTA 8

SELECTED TOPICS IN PHYSICAL THERAPY

SYLLABUS AND COURSE INFORMATION PACKET

SPRING 2017

5 credits
2 hour lecture/6 hour laboratory

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Course Description: This course presents selected topics related to the physical therapy management of pathology. These topics include normal motor development, neuro-development techniques, proprioceptive neuromuscular facilitation, back pathologies and interventions, orthotic management, amputee and prosthetic management, basic concepts in pharmacology and administrative topics. Additionally, this course reviews and presents ethical and legal issues including sexual harassment and misconduct, and multicultural sensitivity. Application of all previously learned material in the classroom, laboratory and clinical setting is also facilitated.

Pre-requisites: PTA1, PTA 2, PTA3, PTA 10, PTA 20, PTA 4, PTA 5, PTA 6
BIO 11, BIO 12

Co-requisites: PTA 7, PTA 25


Student Learning Objectives

As evidenced by successful performance and completion of written and practical examinations, assignments, oral presentations and participation in and analysis of clinical scenarios, the student will:

1.0 Implement basic neuromuscular and developmental intervention for mock adults and pediatric cases as prescribed by physical therapists.
   1.1. Identify and explain normal motor development.
   1.2. Identify the determinants and development of balance and equilibrium.
   1.3. Distinguish balance and righting reactions and their effects on normal and pathological motor development.
   1.4. Identify pathological effects on normal motor development including synergistic patterns and tonal changes.
   1.5. Identify and describe basic neuro-developmental techniques and basic proprioceptive neuromuscular facilitation techniques.
   1.6. Demonstrate and instruct basic neuro-developmental techniques using proper hand placement and positioning.
   1.7. Demonstrate and instruct basic proprioceptive neuromuscular facilitation techniques using primary and secondary patterns.
   1.8. Perform neuro-developmental mat activities.
   1.9. Perform basic neuro-developmental and proprioceptive neuromuscular facilitation techniques.
   1.10. Perform balance and coordination activities.

2.0 Implement intervention for cervical and lumbar dysfunction as prescribed by physical therapists.
   2.1. Recall and distinguish bony and soft tissue structures of the neck and back.
   2.2. Identify and describe approaches to the management of neck and low back pain.
   2.3. Identify neck and low back exercises and self-management strategies.
   2.4. Explain neck and back pain in terms of dysfunction, derangement, and postural syndromes.
   2.5. Explain the effects of back pain on normal gait and functional activities.
   2.6. Perform neck and back pain interventions using an eclectic approach and according to the plan of care.
   2.7. Teach neck and low back exercise and self-management programs.

3.0 Administer mechanical traction techniques for the management of cervical and lumbar dysfunction as prescribed by physical therapists.
   3.1. List the indications and contraindications for mechanical spinal traction.
   3.2. Discuss the principles and physiological effects of mechanical traction.
   3.3. Discuss the differences and parameters of static versus intermittent traction.
3.4. State the normal dosages of mechanical traction
3.5. Implement mechanical traction procedures within a plan of care for the management of spinal conditions.

**4.0 Implement orthotic training programs as prescribed by physical therapists.**

4.1. Recall the major components and determinants of gait.
4.2. Describe and distinguish the uses, types, indications and contraindications of orthotic devices.
4.3. Discuss and illustrate the importance of the ankle foot orthosis in rehabilitation.
4.4. List the indicators of proper orthotic fit.
4.5. Demonstrate and instruct how to don and doff a basic ankle foot orthosis.
4.6. Teach precautions and importance of proper orthotic fit.
4.7. Use orthotic devices in ambulation training.
4.8. Identify common uses for upper and lower extremity orthoses.
4.9. Practice applying orthotic devices in mock patient scenarios.
4.10. Identify signs of improper fit including gait deviations and changes in skin conditions.
4.11. Given patient scenarios, assess appropriateness of orthotic and patient’s ability to care for it.

**5.0 Implement mock prosthetic training programs as prescribed by physical therapists.**

5.1. Recall the major components and determinants of gait.
5.2. Describe types of lower extremity amputations.
5.3. Identify and describe pathologies leading to lower extremity amputation including diabetes mellitus and peripheral vascular disease.
5.4. Explain the basic types of prosthetic devices.
5.5. Identify the components of lower extremity prosthetic devices.
5.6. Summarize the mechanics of prosthetic components.
5.7. Instruct pre-prosthetic training including: skin care, residual limb wrapping/compression, and therapeutic exercise.
5.8. Teach how to don and doff lower extremity prostheses.
5.9. Identify signs of improper fit including gait deviations and changes in skin conditions.
5.10. Instruct transfer and ambulation activities with and without prosthesis using assistive devices.
5.11. Given patient scenarios, assess appropriateness of prosthesis and patient’s ability to care for it.

**6.0 Demonstrate a basic understanding of pharmacology and its specific impact on physical therapy intervention.**

6.1. Define the word drug.
6.2. Define pharmacotherapeutics.
6.3. Compare pharmacokinetics and pharmacodynamics.
6.4. Discuss the various ways drugs are named (generic, chemical, trade).
6.5. Describe the difference between over the counter and prescription drugs.
6.6. Compare and contrast the various ways drugs may be administered.
6.7. Discuss the relationship between dosage and drug bioavailability.
6.8. Describe the structure and function of the plasma membrane.
6.9. Discuss how drugs breach the plasma membrane.
6.10. List typical biologic drug storage sites and their implications in physical therapy.
6.11. Discuss briefly how drugs are inactivated and eliminated from the body.
6.12. Recognize common drugs used by patients in rehabilitation.

7.0 Identify, discuss and analyze broad topics related to bioethics in general, and the ethical practice of physical therapy in particular, including the concepts of morality and ethical values.
7.1. Define morality and ethics.
7.2. List the commonly accepted moral rules.
7.3. Differentiate general and particular moral rules.
7.4. Discuss moral rules violation and its justifications.
7.5. Define and describe professional ethics.
7.6. Define and describe the ethical values of autonomy, beneficence, nonmaleficence, and justice.
7.7. Analyze particular moral rules.
7.8. Relate personal actions and decisions to morality.
7.9. Analyze clinical and non-clinical scenarios as they relate to ethics and morality.
7.10. Correlate typical clinical actions with ethical values.
7.11. Write essays related to morality and professional ethics.
7.12. Demonstrate sound decision-making based on relating moral concepts and ethical values.

8.0 Identify, discuss, and analyze common challenges to the ethical practice of physical therapy including: colleague relations, managed care, and multicultural insensitivity.
8.1. List common challenges to ethical practice.
8.2. Define and describe managed care.
8.3. Discuss the ethical dilemmas which may arise from managed care and other health care financing reforms.
8.4. Discuss colleague and supervisory relationships and their relation to solving ethical dilemmas.
8.5. Discuss the role of culture in ethical decision-making in physical therapy practice.
8.6. Identify and discuss multicultural differences in perception and practice that influence the ethical practice of physical therapy.
8.7. Analyze elements of clinical situations related to potential sexual misconduct.
8.8. Analyze potential managed care ethical dilemmas as they relate to specific moral and ethical concepts.
8.9. Demonstrate the ability for sound ethical decision-making based on an
understanding and coping with common challenges to the ethical practice of physical therapy.

9.0 Given mock patient scenarios, implement comprehensive physical therapy plan of care as prescribed by physical therapists.

9.1. Perform therapeutic techniques demonstrating an understanding of the role of the physical therapist assistant in rehabilitation.

9.2. Perform therapeutic techniques appropriately employing universal precautions and sound body mechanics.

9.3. Perform therapeutic techniques demonstrating an understanding of organizational structure, levels of authority, and fiscal considerations in the health care delivery system.

9.4. Teach patients, families and other health workers, the uses, applications and responses of modalities and procedures with emphasis on safety and rationale as directed by physical therapist.

9.5. Demonstrate the integrative nature of physical therapy by implementing comprehensive treatment programs, utilizing knowledge and skills attained in previous and concurrent courses.

9.6. Implement therapeutic interventions within the plan of care considering knowledge of assessments and measurements, functional activities, physical modalities and therapeutic procedures, pathology, kinesiology, and therapeutic exercise.

9.7. Implement therapeutic interventions within the plan of care demonstrating consideration of time management, therapeutic sequence and procedure selection issues.

9.8. Demonstrate appropriate documentation of physical therapy interventions considering patient response, precautions, treatment parameters, long/short term goals, and effectiveness and proper billing requirements.

9.9. Perform physical therapy interventions and interact with patient and families considering influencing factors (psychosocial, cultural, economic, patient satisfaction, legal, ethic, etc.).

9.10. Assist in discharge planning and alternative levels of care decision making with supervising physical therapist.

9.11. Identify clinical responses and situations that require the attention of the supervising physical therapist or immediate interventions such as basic first aid or cardiopulmonary resuscitation and take appropriate action.


9.13. Analyze the effectiveness of modalities and procedures in specific clinical situations.


9.15. Delineate beneficial and untoward effects of thermal modalities.

9.16. Analyze the relationship of physical agents with other therapeutic procedures (therapeutic exercise, range of motion, functional activities) as they relate to the achievement of rehabilitation goals.
9.17. Verify the effectiveness of his/her teaching behavior by analyzing performance.
9.18. Verify mock patient satisfaction and effectiveness of treatment by administering and analyzing standardized questionnaires.
9.19. Recognize aspects of the plan of care that may be outside the PTA’s scope of practice and act accordingly.

10. **Demonstrate appropriate professional behavior.**
10.1. Attend and be on time for class, lab, and scheduled appointments.
10.2. Be prepared for lab activities; attend to tasks assigned.
10.3. Accept constructive criticism and respond and/or follows through appropriately.
10.4. Express self in a clear and easily understood manner.
10.5. Maintain appropriate personal hygiene.
10.6. Treat others with positive regard, dignity and respect.
10.7. Analyze and examine professional literature considering: specific scientific methods, interpretation of results, and clinical significance in order to foster further personal investigation and clinical effectiveness.
10.8. Explain the importance of life long learning.
10.9. Describe how professional development can occur.

**Student Assessment**

As indicated in the student handbook, to receive a passing grade in this course the student must successfully complete all comprehensive examinations, practical examinations and assignments with a grade of “C” or better. Additionally, the instructor assesses student competencies in skills critical to this course using the standardized skills checklists, located in the laboratory, requiring a passing score of at least 90%. Critical skills in this course include:

1. Performance of basic neurodevelopmental techniques and balance.
2. Performance of basic proprioceptive neuromuscular facilitation techniques.
3. Performance of physical therapy interventions for the management of back pain.
4. Application of mechanical traction to the spine.
5. Performance of orthotic training activities.
6. Instruction of self-care and safety precautions as it relates to orthotic management.
7. Performance of prosthetic training activities, including: pre-prosthetic training, teaching amputee/prosthetic care and prosthetic gait training.

**Grade Determination**

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Research Article Paper</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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Case Presentation 10%
Mid-Term Examination 20%
Lab. Practical 20%
Final Examination 20%

100%

Research Article Paper
Students are instructed to find an article related to one of the topics discussed in class. Students summarize and critique the article and discuss how the article relates to the topic discussed in class. Students submit this paper during week four. This paper is worth 10% of the final grade.

Quizzes
The student complete 6-9 in class. The student responds to questions specifically related to the material covered in this and concurrent courses. These quizzes are worth 20% of the final grade.

Case Presentation
Students in the class are divided into groups of 3-5. Each group is given a mock patient’s initial evaluation completed by a physical therapist. The group must present: the physical therapists initial findings, the latest research on the diagnosis, a plan of care, demonstrate and justify exercises, design a home exercise program, and give an example of an oral presentation to a mock doctor or physical therapist about the patient’s status. This case presentation is worth 10% of the final grade.

Mid-term Examination
Students take a cumulative examination covering the first six weeks of the course. The examination includes mainly short essay and multiple choice type questions. The mid-term examination is worth 15% of the final grade.

Lab. Practical
Students take a comprehensive laboratory practical examination based on laboratory activities during finals week. The lab practical is worth 20% of the final grade.

Final Examination
Students take a cumulative final examination consisting of course material as well as topics from all previous course work. Exam is made up of multiple choice and short essay questions. The examination is worth 20% of the final grade.
Course Outline

Week #1 - Normal Motor Development

Lecture
Assignments: Handouts

This week introduces the student to normal motor development. Stages of development including the identification of primitive reflexes and motor milestones are considered.

Laboratory
Students perform developmental mat activities.

Treatment Application Activity
Students exhibit critical thinking and sound technical skill in the management of a mock cerebral palsy case with multiple muscle contractures as presented by the instructor and implement the prescribed plan of care. Students perform a mock patient intervention consisting of appropriate therapeutic exercise and gait training activities appropriate to the scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.

Week #2 - Pathological Effects on Motor Development

Lecture
Assignments: Handouts
Skinner, Chapter 9
Dreeben – Irimia, Chapter 6

Pathological effects on normal development are considered. Treatment approaches are reviewed. Emphasis is placed on the impact of primitive reflex retention and muscle tone changes. Pathological conditions resulting in synergistic patterns and tonal changes are reintroduced.

Laboratory
Students are given mock patient scenarios and introduced to describing the clinical picture. Students practice taking each other through different positions including rolling, sitting, quadruped, ½ kneeling, kneeling, and standing. Hand positioning and placement will be emphasized. Mat activities will include exercise using the therapeutic ball.

Treatment Application Activity
Students exhibit critical thinking and sound technical skill in the management of mock cerebral palsy cases of varying degrees of severity as presented by the instructor and implement the prescribed plan of care. Students perform mock interventions consisting
of appropriate therapeutic activities as well as bed mobility, transfer training, and gait training activities appropriate to the scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.

**Week #3-Balance-Righting and Equilibrium Reactions**

**Lecture**
Assignments: Handouts
- Kisner, Chapter 8
- Dreeben-Irimia Chapter 6

Neuro-motor development study continues. Righting and equilibrium are studied. The effects of balance on functional activities is reintroduced (formally discussed in PTA 3 in regard to transfer and ambulation activities). Formal Balance assessments are discussed. Effects age has on balance is reviewed.

**Laboratory**
Students will continue to practice proper hand positioning and placement in neuro-developmental techniques. Students also perform activities that illustrate righting and equilibrium reactions. Students practice balance training exercises and use specialized balance enhancement equipment.

**Treatment Application Activity**
Students exhibit critical thinking and sound technical skill in the management of a mock cerebral vascular accident case as presented by the instructor and implement the prescribed plan of care. Students perform a mock patient interventions consisting of appropriate therapeutic exercise, transfer and gait training and balance activities appropriate to the scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.

**Week #4-Proprioceptive Neuromuscular Facilitation**

**Lecture**
Assignments: Handouts
- Research Article paper due
- Kisner, Chapter 6 pp. 207 – 214 (also available in Pierson)

This week the student is introduced to proprioceptive neuromuscular facilitation (PNF). Indications, benefits and techniques are presented.
Laboratory
Student practice primary and secondary patterns of PNF. Facilitation techniques are practiced.

Treatment Application Activity
Students exhibit critical thinking and sound technical skill in the management of a mock patient recovering from Guillain Barre’ as presented by the instructor and implement the prescribed plan of care. Students perform therapeutic activities including, exercise, PNF, balance activities, bed mobility, transfer training and gait training activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.

Week #5---Amputee Management

Lecture
Assignments: Handouts

The student is introduced to amputee and prosthetic management. Common pathologies leading to amputation are discussed including, peripheral vascular diseases, diabetes mellitus and trauma. Factors influencing rehabilitation and prosthetic fit are presented. Types of amputations and prostheses are studied. Pre-prosthetic training is discussed.

Laboratory
Students perform pre-prosthetic activities including: skin integrity and sensation assessment, residual limb exercises and wrapping.

Treatment Application Activity
Students exhibit critical thinking and sound technical skill in the management of a mock transfemoral amputation case as presented by the instructor and implement the prescribed plan of care. Students perform a patient mock interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, gait training activities and pre-prosthetic and safety activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.
**Week #6---Amputee Management con’t**

**Lecture**
Assignments: Handouts
- Skinner, Clinical Decision Making Chapter 11
- Midterm

Prosthetic training is studied. The student is introduced to prosthetic components. Factors influencing prosthetic selection are reviewed. Specific training techniques are studied with emphasis on muscular strength, balance, and gait implications.

**Laboratory**
Students practice prosthetic management activities including: donning and doffing prostheses, prosthetic transfers and ambulation training. Students continue to practice pre-prosthetic activities.

*Treatment Application Activity*
Students exhibit critical thinking and sound technical skill in the management of a mock transtibial amputation case as presented by the instructor and implement the prescribed plan of care. Students perform a mock patient interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, gait training activities and pre-prosthetic training, prosthetic donning/doffing and safety activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.

**Week #7-Neck and Low Back Dysfunction**

**Lecture**
Assignments: Kisner Chapter 14, 15

Neck and back musculature and posture are reviewed (formally learned in PTA 2). Dysfunction, derangement and postural syndromes are studied

**Laboratory**
Students palpate neck and back musculature. Given mock patient scenarios, students identify functional consequences Students begin to practice low back exercises. Ethics and morality discussions initiated.
**Treatment Application Activity**

Students exhibit critical thinking and sound technical skill in the management of a mock myofascial cervical pain case as presented by the instructor and implement the prescribed plan of care. Students perform a mock patient interventions consisting of appropriate therapeutic exercise, postural training and injury prevention appropriate to the scenario. While performing interventions, students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.

**Week #8-Neck and Low Back Dysfunction**

**Lecture**

Assignments: Computer-Based Study Guide: Low Back Pain

Neck and back pain discussion continues with emphasis placed on the differences and similarities of chronic and acute pain. Intervention precautions are also studied. Surgical interventions are discussed. Post-surgical rehabilitation is reviewed.

**Laboratory**

Given patient scenarios, students perform therapeutic management activities including exercises (such as McKenzie exercises), modalities (concurrent with PTA 7) and mechanical traction. Students must teach proper body mechanics (learned in PTA 1) and low back pain exercises. Ethics and morality discussions continued.

**Treatment Application Activity**

Students exhibit critical thinking and sound technical skill in the management of a mock lumbar laminectomy case as presented by the instructor and implement the prescribed plan of care. Students perform a mock patient interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, gait training activities and body mechanics and safety activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.

**Week #9---Introduction to Orthotics**

**Lecture**

Assignments: Handouts

- Computer-Based Study Guide: Orthotics
- Computer-Based Module on Gait
Skinner, Chapter 11

The student is introduced to orthotic management. Review of components of normal and pathological gait. Topics studied include: indications and types of orthoses. Students identify types of ankle foot orthoses.

**Laboratory**

Students practice donning and doffing orthoses. Precautions and the importance of proper fit are studied. Given mock patient scenarios, students teach the proper use of an ankle foot orthosis.

**Week #10---Orthotics con't**

**Lecture**

Assignment: Handouts

Orthotic management discussion continues. The pathologies in which orthoses are used are reviewed. The student is introduced to other types of orthoses (such as KAFO's).

**Laboratory**

Orthotic management activities continue.

**Treatment Application Activity**

Students exhibit critical thinking and sound technical skill in the management of a mock traumatic brain injury case as presented by the instructor and implement the prescribed plan of care. Students perform a mock patient interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, gait training activities and orthotic management activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.

**Week #11---Pharmacology**

**Lecture**

Assignments: Handouts

Pharmacologic principles and implications for effective physical therapy management discussed. Pharmacologic principles including pharmokinetics, methods of administration, and classes of medications are discussed.
Laboratory
Given mock patient scenarios, students perform interventions for post-operative total shoulder and hip replacements, hemiarthroplasty, total knee replacement and ACL reconstruction. Students teach post-operative precautions and home exercise programs.

Treatment Application Activity
Students exhibit critical thinking and sound technical skill in the management of an immediate post-operative mock total hip replacement case as presented by the instructor and implement the prescribed plan of care. Students perform a mock patient interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, goniometry, gait training activities and safety activities appropriate to the scenario. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.

Week #12---Comprehensive Treatment and Case Management Principles

Lecture
Assignments: Skinner Clinical Decision Making, Chapter 13

Discussion of case management principles related to topics covered in this course.

Laboratory

Treatment Application Activity
Students exhibit critical thinking and sound technical skill in the management of a mock post-surgical orthopedic case as presented by the instructor and implement the prescribed plan of care. Students perform a mock patient interventions consisting of appropriate therapeutic exercise as well as bed mobility, transfer training, goniometry, modalities, progressive gait training activities and home exercise program synthesis and instruction appropriate to the scenario. Students demonstrate appropriate documentation of their activities. Students perform discharge planning activities including suggestions for home equipment and discharge alternatives. While performing interventions students consider additional factors influencing patient care and the contemporary practice of physical therapy including, psycho-social issues and other issues impacting the health care delivery system. Students practice reporting and documenting consequences of treatment to supervising physical therapist. Following this treatment application activity, students discuss patient management and therapeutic techniques.
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***Class attendance is a vital part of the learning experience. A student who has been absent 15% or more of the total instructional hours that a class meets may be considered excessively absent by the instructor. The instructor may consider excessive absences as a factor in the assignment of a student’s grade.

****The course professor utilizes a variety of teaching methodologies to facilitate accomplishment of student learning objectives. These methodologies may include interactive lecturing, supervised group and simulation activities, web-based instruction, use of custom computer based study guides, and active learning strategies.