Department of Kinesiology & Health Science
ATTR 5222 – ATHLETIC TRAINING CLINICAL II
Fall 2021

Instructor: Melinda Watts, PhD, ATC, LAT  Course Time & Location: W 10:00am-12:00pm; SG A108
Office: HPE 221  Office Hours: M/W: 8:30-9:30; T: 8:30-11:30
Office Phone: 468.1721  Credits: Two (2) semester hours
Other Contact Information: (cell) 972.971.8092  Email: wattsmmm@sfasu.edu

I. Course Description:
ATTR 5222: Athletic Training Clinical II (2 credits) is a practicum course required for graduate athletic training students and is taken in the first fall semester. The course has two credit hours and five contact hours. The instructor spends two contact hours with students in the classroom and spends three clinical contact hours at clinical sites on a weekly basis. The course meets face-to-face once a week for one hour and 50 minutes for 15 weeks. Students receive instruction/review in acute care of injuries and illnesses, clinical examination and diagnosis of the lower extremity, and prevention and health promotion. Course requirements include oral proficiencies, and clinical deliverables: clinical log of outside clinical hours (average of 20 hours a week), evaluation forms (preceptor, clinical site, and student), and completed journal reflection questions. Each oral proficiency requires one hour and thirty minutes of outside-of-class preparation, which includes practices (peer and preceptor) and final examination. All clinical hour deliverables are submitted in Typhon at the end of four-week clinical rotations. Students also present a case study at the end of the semester. A minimum of 45 hours of outside of class preparation for the semester is required for this course.

Prerequisites: Admittance to Athletic Training Major. Successful completion of ATTR 5321.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This academic program, along with its courses, is in compliance and supports the vision, mission, goals and core values of the College of Education and Stephen F. Austin State University. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

PROGRAM LEARNING OBJECTIVES: The *following are addressed within this course:

1. Demonstrate a sound understanding of evidence-based practice concepts and their application by using a systematic approach to ask and answer clinically relevant questions that affect patient care.
2. Demonstrate an ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients/patients’ overall health and quality of life while incorporating the importance of nutrition and physical activity in maintaining a healthy lifestyle and in preventing chronic disease (e.g., diabetes, obesity, cardiovascular disease).

3. Demonstrate the ability to perform clinical examination skills in order to accurately diagnosis and effectively treat their patients while applying clinical-reasoning skills throughout the physical examination process. The development of these skills requires a thorough understanding of anatomy, physiology, and biomechanics in order to assimilate data, select the appropriate assessment tests, and formulate a differential diagnosis.

4. Demonstrate a sound understanding and application of the knowledge, planning, and skills in the evaluation and immediate management of the acute care of injuries and illnesses.
5. Demonstrate proficiency in the understanding and application of therapeutic interventions that include therapeutic modalities, therapeutic rehabilitation, and therapeutic medicines designed to maximize the patient’s participation and health-related quality of life.
6. Demonstrate the ability to recognize the role of mental health in injury and Illnesses using interventions to optimize the restoration of participation and to refer these individuals as necessary.
7. Demonstrate an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.
8. Assess the development of a desire for professional development, ethical behaviors and responsibilities through a progression of clinical rotations, participation with professional organizations, and understanding of effective supervision and management in the athletic training clinic.

9. Complete the Board of Certification (BOC) requirements for eligibility of the national board examination through the completion of the competencies and proficiencies as set forth and endorsed by the NATA-EC, BOC, and the CAATE.

COMPETENCY / STUDENT LEARNING OBJECTIVES: - Upon completion of this course the student should be able to:

2020 Course Competencies

Standard 57: Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.

Standard 65: Practice in a manner that is congruent with the ethical standards of the profession.
**Standard 66:** Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over the counter and prescription medications

**Standard 70:** Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:
- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia
- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

**Standard 71:** Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:
- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:
  - Cardiovascular system (including auscultation)
  - Endocrine system
  - Eyes, ears, nose, throat, mouth, and teeth
  - Gastrointestinal system
  - Genitourinary system
  - Integumentary system
  - Mental status
  - Musculoskeletal system
  - Neurological system
  - Pain level
  - Reproductive system
  - Respiratory system (including auscultation)
  - Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

**Standard 74:** Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

**Standard 78:** Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:
- Durable medical equipment
- Orthotic devices
- Taping, splinting, protective padding, and casting

**Standard 85:** Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

**Standard 90:** Establish a working relationship with a directing or collaborating physician.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assignments:
A.) Clinical Hours - 10% of total grade:

***CLINICAL HOURS SHOULD BE ENTERED DAILY. HOURS NOT ENTERED AT THE END OF THE WEEK WILL NEGATIVELY INFLUENCE THE STUDENT’S GRADE FOR CLINICAL HOURS***

- Rules and regulations during clinical experiences will adhere to the Graduate Athletic Training Policy and Procedures Manual.
- The minimal clinical hour requirement for this course is clinical hours should not fall below 240 hours. The athletic training student (ATS) should aim to complete on average 20 clinical hours per week across the semester.
- The ATS will have four-week and two-week clinical experiences throughout the course and expose the ATS to a variety of clinical settings. The clinical settings include: SFA sports (football, court and beach volleyball, men’s and women’s basketball, cross country, track and field, softball, baseball, women’s soccer, tennis, and spirit), Nacogdoches Memorial Hospital ER, Nacogdoches County EMS, SFA Student Health Services, Nacogdoches High School, Lufkin High School, Angelina College and Panola College. Clinical experiences that occur during holidays or interims are not required.
- Hours NOT obtained under a certified athletic trainer, or Texas state credentialed athletic trainer WILL NOT count towards the minimum hours set by the curriculum.
- Absences, tardiness, or laziness will not be tolerated.

The instructor will provide didactic instruction to the student during the two-hour class time. The instructor will provide organized, planned visits of supervision to students while at designated clinical sites.

<table>
<thead>
<tr>
<th>Clinical Hours (four-week average)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20 hrs.</td>
<td>90-100</td>
</tr>
<tr>
<td>10-14 hrs.</td>
<td>80-89</td>
</tr>
<tr>
<td>5-9 hrs.</td>
<td>70-79</td>
</tr>
</tbody>
</table>

B.) Assignments - 20% of total grade:

Students are required to earn a minimum score of an 85% on assignments. Students who earn below an 85% on an assignment will complete remediation given by the instructor, but the earned score of the assignment will remain.

1.) Quizzes
- Quizzes will occur daily and may be delivered in a variety of ways- orally, hands-on application, paper, etc.
- Any of the material introduced from previous class days could be on the quiz
- Come to class prepared!

2.) Case Logs :
- Students will document the patient encounters from their assigned clinical experience in Typhon as case logs.
- The student is required to have a minimum of 20 documented case logs at the conclusion of every four weeks.
- Students will be remediated if they have less than 20 approved case logs for the four weeks. Remediation may include an oral report of all case logs, a written report of case logs, etc.
- Student case logs will also be used in class for activities.
- In order for case logs to count they must be completed correctly.

A completed case log includes:
1. Completed student & Demographic Information (all areas)
2. All Clinical Information completed (time w/ patient, preceptor consult and student participation
3. At least one ICD-10 Diagnosis Code listed and at least one CPT Billing Code listed
4. All procedure/skills done must be selected (at least one selected)
5. Detailed clinical notes written in SOAP format

<table>
<thead>
<tr>
<th>Number of Case Logs Completed (4 weeks)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>30</td>
<td>95</td>
</tr>
<tr>
<td>25</td>
<td>90</td>
</tr>
<tr>
<td>20</td>
<td>85</td>
</tr>
</tbody>
</table>
3.) 5 x 5 Presentation; 5 slides delivered within 5 minutes
   • Students will create a Power Point presentation on an injury or medical condition observed during one of their clinical rotations.
   • All presentations will be delivered during class of Dead Week. A PDF copy of the slides must be sent electronically to the course instructor no later than 48 hours prior to date of presentation.
   • Please refer to the attached Rubric for the marking criteria.
   • Dress for the presentation, as if you were presenting at a conference.

4.) Preceptor Project- Social Determinants
   • Select two of your clinical experiences from this semester. Discuss with your preceptor the social determinants he/she encounters at their clinical site.
   • Provide answers to the following questions for each clinical site.
   • A) What conditions of social determinants occur at the clinical site?
   • B) What specific steps does the preceptor take to address the conditions of social determinants with patients?
   • C) In what ways has it changed his/her clinical practice?
   • D) What have you learned from the project and what might you apply to your own clinical practice?
   A short letter with signature is required by the preceptors verifying evidence of your completion of the project with them.
   • Your findings from the project will be presented during class on December 1.

Clinical Case Study Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>10</th>
<th>8</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information has extremely logical content delivery. Lasted 4:30 - 5’.</td>
<td>Information has good logical content delivery. Lasted 4 – 4:29’.</td>
<td>Information has average logical content delivery. Lasted 3:30 – 3:59’.</td>
<td>Information has minimal logical content delivery. Lasted 2:00 - 2:29’.</td>
<td>Information has poor logical content delivery; difficulty to follow. Lasted &lt; 2:00’.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Provided exceptional insight to case study by citing several supporting details and/or examples. Provided enriching content applicable to topic.</td>
<td>Provided good insight to case study by citing many supporting details and/or examples. Provided good content applicable to topic.</td>
<td>Provided average insight to case study by citing some supporting details and/or examples. Provided average content applicable to topic.</td>
<td>Provided minimal insight to case study by citing minimal supporting details and/or examples. Provided minimal content applicable to topic.</td>
<td>No insight to case study was provided. Content was not applicable to topic.</td>
</tr>
<tr>
<td><strong>Mechanics / Professionalism</strong></td>
<td>No grammatical, spelling or punctuation errors, followed APA format; exceptional speaking voice, flow; Professional speaking voice; Business attire</td>
<td>Couple of grammatical, spelling, or punctuation errors, 1-2 APA mistakes; good speaking voice, flow; Speaking voice more conversational; attire business casual</td>
<td>Few grammatical, spelling, or punctuation errors, 3-4 APA mistakes; average speaking voice, flow; attire not presentable for a conference presentation</td>
<td>Many grammatical, spelling, or punctuation errors, APA mistakes; below average speaking voice, flow; slang language used and numerous &quot;uhs&quot;; attire- shorts, t-shirt, etc.</td>
<td>Way too many for a graduate student, did not follow APA format; low quality speaking voice, flow; did not dress professionally</td>
</tr>
</tbody>
</table>

Total points = ________/ 30 points possible
Preceptor Project Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding (5)</th>
<th>On Target (4)</th>
<th>Under Developed (3)</th>
<th>Novice (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>The narrative is original, substantive, and offers a clear, insightful, in-depth response to the assignment directions and questions.</td>
<td>The narrative is right on target, clear, reasonable, well-developed to the assignment directions and questions.</td>
<td>The narrative is brief and/or too general, and/or vaguely aligns to assignment directions and questions.</td>
<td>The narrative is minimal and/or vague in its content, and/or does not align to assignment directions and questions.</td>
</tr>
<tr>
<td>Preceptor Interaction</td>
<td>Extensive evidence is provided that discussion occurred with assigned preceptor(s).</td>
<td>Adequate evidence is provided that discussion occurred with assigned preceptor(s).</td>
<td>Inadequate evidence is provided that discussion occurred with assigned preceptor(s).</td>
<td>No evidence that discussion occurred with assigned preceptor(s).</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>Provided exceptional insight to project by citing several supporting details and/or examples. Provided enriching content applicable to topic.</td>
<td>Provided adequate insight to project by citing many supporting details and/or examples. Provided average content applicable to topic.</td>
<td>Provided inadequate insight to project by citing some supporting details and/or examples. Provided minimal content applicable to topic.</td>
<td>Provided poor insight to project by citing minimal supporting details and/or examples. Provided poor content applicable to topic.</td>
</tr>
<tr>
<td>Organization</td>
<td>Information has extremely logical content delivery.</td>
<td>Information has logical content delivery.</td>
<td>Information has minimally logical content delivery.</td>
<td>Information has poor content delivery.</td>
</tr>
<tr>
<td>Mechanics / Professionalism</td>
<td>No grammatical, spelling or punctuation errors were noted, followed APA format.</td>
<td>A couple of grammatical, spelling, or punctuation errors and/or 1-2 APA mistakes were noted.</td>
<td>Few grammatical, spelling, or punctuation error and/or 3-4 APA mistakes were noted.</td>
<td>Many grammatical, spelling, or punctuation errors, and/or APA mistakes were noted.</td>
</tr>
</tbody>
</table>

Total Points: _______/ 25

C.) Proficiencies / Simulations - 40% of total grade:

- Refer to Graduate Athletic Training Policy and Procedures Manual or KIN522 D2L accessible via MySFA.
- All proficiencies will be located in the course on D2L.
- It is the responsibility of the student to upload each proficiency into their Typhon account under external documents: select course ATTR 5222 and title by prof title. All proficiencies will be fillable pdfs for the preceptor to complete via computer but may be completed by hand. If the preceptor completes the proficiency by hand, the ATS is responsible for scanning the documents into Typhon.
- The Management of Emergent Conditions Proficiency will be taken with Dr. Watts.
- There will be proficiency topics and within each topic will be a number of skills, the student must demonstrate. Topics include will align to the content being instructed during the fall semester and a review of what was learned in ATTR 5321.
- It is your responsibility to show verification that you have practiced all assigned skills within each proficiency topic with both a PEER and a PRECEPTOR before you take the final assessment. All final assessments should be scheduled with your assigned preceptor, 24 hours in advance. All practices and the final assessment MUST be completed within the scheduled 2-week time frame.
- For each proficiency, you will be given two opportunities to successfully pass (80%) the final assessment to show competency of that specific skill. ALL 3rd attempts will be scheduled during “dead” week.
- Proficiency skills will be posted on D2L. All performances/assessments must be completed by the posted due date on each proficiency (that includes a retake). If you are unable to meet a deadline, please notify the course instructor in writing.
- Comprehensive Proficiency testing will occur during the week of Nov 11-19. The ATS will be assessed over one of the proficiencies that occurred during the semester.

Simulations
- The student will complete four different simulation tests in the course.
- Each simulation is to be taken in a serious manner by the student with proper care provided for the specific condition.
- Some simulations may occur at the School of Nursing Lab, in which the student will meet at the lab to complete the sim.
- Students must earn a minimum score of 70% on the simulation. Student will earn below a 70% will be required to complete remediation given by the instructor, but the earned score of the simulation will remain.
D.) **Evaluations – 30% of total grade:**

- An orientation survey MUST be completed by the student within the first week of each new facility rotation. This survey is titled “**SFA GATP- ATS Clinical Site Orientation**” and is found in Typhon under EASI Evaluations / Surveys.
- At the completion of each clinical site rotation, the preceptor will perform an evaluation on all athletic training students under their supervision (25%).
- The ATS evaluation is to remind the preceptor at least 3 days in advance of the due date of the evaluation.
- The preceptor will complete the ATS evaluation form in Typhon. The preceptor should discuss the completed evaluation with the student. This is your time to ask questions to the preceptor about how you were scored on the evaluation.
- It is the ATS responsibility to ensure the preceptor completes the evaluation prior to the end of the clinical experience. Points will be deducted from the grade given for the evaluation for every day it is late.
- Evaluations of the clinical site and the preceptor will be performed by the athletic training student at the conclusion of each experience (5%). For the ER / EMS clinical experience, only the clinical site is evaluated. These are titled “**SFA GATP Clinical Site Evaluation by the ATS**” and “**SFA GATP Preceptor Evaluation by the ATS**” and found in Typhon under EASI Evaluations/ Surveys.
- ALL clinical hours and evaluations are due on the Tuesday after the end of each four-week clinical experience. However, all clinical hours and evaluations are to be completed before the end of the four-week clinical experience.

The ATS will use Typhon to record all clinical hours, complete evaluations, upload completed proficiencies, and record patient cases. The following clinical skills are required to be performed at specific clinical sites. The clinical skills should be selected under the procedures/skills in the case log.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Clinical Site</th>
<th>Action in Typhon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory test- Blood work</td>
<td>SFA Student Health Center / Memorial ER</td>
<td>Record case log of patient encounter, ICD and CPT codes.</td>
</tr>
<tr>
<td>Laboratory test- Urinalysis</td>
<td>SFA Student Health Center / Memorial ER</td>
<td></td>
</tr>
</tbody>
</table>

**IV. Evaluation and Assessments (Grading):**

**GRADING SCALE**

- 100% – 90% = **A**
- 89% - 80% = **B**
- 79% - 70% = **C**
- 69% - 60% = **D**
- <60% = **F**

**Clinical Hours:** 10%

**Proficiencies/Sims:** 40%

**Assignments:** 20%

**Evaluations:** 30%

**Attendance:** Absences and tardiness will be monitored. Refer to the Attendance policy in Section VIII - Student Ethics and Other Policy Information.

Grades will be calculated according to the percentages as noted above. Points will be given for hours, evaluations, proficiencies, and assignments. Absences could affect your grade.

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>DAY</th>
<th>DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 08.25</td>
<td>Introduction; Syllabus; Overview of Policy &amp; Procedure Manual</td>
</tr>
<tr>
<td></td>
<td>Introduce Proficiency #1- Emergent Management of Acute Injuries and Illnesses</td>
</tr>
<tr>
<td>2 – 09.1</td>
<td>Quiz 1; Social Determinants; Ask your Preceptor Project Scenarios; Taping – Ankle; Syndesmotic Ankle Sprain</td>
</tr>
<tr>
<td>3 – 09.8</td>
<td>Quiz 2: Proficiency #1 DUE Introduce Prof. #2- Environmental Conditions &amp; Activity Check In; Taping</td>
</tr>
<tr>
<td>4 – 09.15</td>
<td>Quiz 3; Taping- Achilles Tendon; Dorsal Bridge</td>
</tr>
<tr>
<td></td>
<td>Simulation # 1</td>
</tr>
<tr>
<td>5 – 09.22</td>
<td>Quiz 4; Proficiency #2 DUE Introduce Prof. #3- Protective Equipment</td>
</tr>
<tr>
<td>6 – 09.29</td>
<td>Quiz 5; Professional &amp; Legal Standards Collaborating Physician Assignment- Collaborating Physician &amp; Athletic Trainer Taping- Elbow</td>
</tr>
<tr>
<td>7 – 10.6</td>
<td>Quiz 6; Proficiency #3 DUE Introduce Proficiency # 4 – Pharmacology (Types, Regulations; Home Care, Documentation; OTC vs Prescription) Simulation # 2</td>
</tr>
<tr>
<td>8 – 10.13</td>
<td>Quiz 7 Scenarios; Taping</td>
</tr>
</tbody>
</table>
Attendance will be recorded daily, but will not have an associated score. Participation with daily discussions is expected.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Text:
The following books from other courses will be utilized:

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-
sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

* To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

* Academic Dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to
  a. Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
  b. The falsification or invention of any information, including citations, on an assigned exercise; and/or
  c. Helping or attempting to help another in an act of cheating or plagiarism.

* Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are
  a. submitting an assignment as one's own work when it is at least partly the work of another person;
  b. submitting a work that has been purchased or otherwise obtained from the Internet or another source;
  c. incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.
The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services

www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**IX. Other Relevant Course Information:**
- Please ask QUESTIONS.
- Remember, practice makes perfect.
- Establish study groups.
- Do not leave studying to the last minute.
- Purchase and utilize some kind of daily planning tool (i.e. paper planner; reminders of all assignments/tests in phone, etc)