School of Human Sciences
Food, Nutrition, and Dietetics
NUTR 4349.620 Medical Nutrition Therapy I
Fall 2023

**Instructor:** Justin Pelham, MS, RD, LD
**Office:** HMS North 101 C
**Office Phone:** (936) 468-5892

**Course Time/Location:** T/R 11:00am – 12:15pm, HMS South (108)

**Credits:** 3 semester hours
**Email:** Through this course in D2L (preferred) or alternative via pelhamjd@sfasu.edu

**Office Hours:**
- **Tues:** 1:50 – 2:50pm; **Wed:** 2:00 – 3:30pm; **Thurs:** 1:50 – 2:50pm; **Fri:** 10:30am – 12:00pm
- * All hours will be accommodated via Zoom and/or face-to-face by appointment only
- * Hours subject to change with written notification

**Communication Expectations:** Emails and phone calls will be responded to within 24-48 hours, Monday – Friday. The preferred method of communication is through email. Students are expected to check their Brightspace (D2L) account several times a week being a face-to-face and/or livestream class modality pending class section.

**Prerequisites:** NUTR 3339, BIOL 2301 and BIOL 2402, or BIOL 3440.

**I. Course Description:** Study of the physiological basis and application of medical nutrition therapy using the nutrition care process to nutrition support, metabolic stress, disorders of energy imbalance, hypertension, cardiovascular disease and a variety of gastrointestinal disorders encountered in the clinical setting. **This course contains critical assignments related to ACEND accreditation.** See Program Learning Outcomes, Evaluation and Assessments, and Course Calendar.

**Course Justification:** Students in this course receive extensive course content information either in-class or via online content equivalent to a minimum of 2250 minutes. Students in the course will engage in a variety of assignments that can include, but are not limited to, exams, presentations and application assignments. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments. This course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice.

**II. Intended Learning Outcomes/Goals/Objectives:**

This course supports the vision, mission, and core values of the College of Education, which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of nutrition and disease and serves as a required course in the Foods, Nutrition, and Dietetics Program in the Department of Human Sciences, and aligns with the standards of the Academy of Nutrition & Dietetics.

**Program Learning Outcomes:**

<table>
<thead>
<tr>
<th>PCOE Mission</th>
<th>Relation to learning experiences in NUTR 4349</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.</strong></td>
<td>This course will afford the student the opportunity to develop competence in understanding and applying knowledge of nutrition and disease to case studies along with interaction with clients/participants real-world community events.</td>
</tr>
</tbody>
</table>
**PCOE Core Values**

| Academic excellence through critical, reflective and creative thinking | Students will use critical, reflective and creative thinking skills in applying the nutrition care process to the assigned case studies. |
| Life-long learning | Students will utilize the process of learning to develop and/or expand interests in key nutrition concepts taught in the course. |
| Collaboration and shared decision making | Students will work together as a team for practice case study questions and nutrition support equations. |
| Openness to new ideas, culturally diverse people and innovation and change | The diversity of scenarios in the case study text will expose the students to culturally diverse people with beliefs and behaviors that may be different from their own. |
| Integrity, responsibility, diligence and ethical behavior and | Students will read, acknowledge and reflect on the Code of Ethics for the Profession of Dietetics, the Scope of Dietetics Practice Framework, the Standards of Practice for Registered Dietitians in Nutrition Care, and the Standards of Professional Performance for Registered Dietitians. |
| Service that enriches the community | Students will participate in off campus service-learning activities helping to educate members of the community with nutrition education and demonstrations. |

**Program Learning Outcomes**

Students are able to describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics. (ACEND KRDN 2.2)

**Student Learning Outcomes**

Students will use the Academy of Nutrition and Dietetics Code of Ethics for the Profession of Dietetics to complete a professional practice case study scenario. This is a QClassroom assignment.

Students are able to identify and describe the work of interprofessional teams and the roles of others with whom the Registered Dietitian Nutrition collaborates. (ACEND KRDN 2.5)

Students will complete interdisciplinary assignment that will require them to identify the need for consultation with other professional services. This is a QClassroom assignment.

Students are able to use the nutrition care process to make decisions to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion. (ACEND KRDN 3.1)

Students will complete case studies using the Nutrition Care Process.

Students can demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others. (ACEND KRDN 2.8)

Students will participate in a mentor and mentee collaboration meeting face-to-face and/or virtually three separate times in the fall semester with a reflection paper to document their experience. This is a QClassroom assignment.

Upon successful completion of the case studies and individual counseling sessions the student will be able to:

1. Recognize and understand common medical terminology and abbreviations.
2. Interpret laboratory data and medical terminology
3. Utilize information from the medical record for nutrition screening and assessment.
4. Develop appropriate medical nutrition therapy care plans based on nutrition assessment, nutrition diagnosis, nutrition intervention, and nutrition monitoring and evaluation
5. Recognize and understand common medical terminology and abbreviations.
6. Interpret laboratory data and medical terminology
7. Utilize information from the medical record for nutrition screening and assessment.
8. Utilize information from the medical record for nutrition screening and assessment.
9. Develop appropriate medical nutrition therapy care plans based on nutrition assessment, nutrition diagnosis, nutrition intervention, and nutrition monitoring and evaluation.
10. Understand the pathophysiological and biochemical rationale for medical nutrition therapy of specific disease states.
11. Determine appropriate fluid and electrolyte recommendations for specific disease states.
12. Identify significant pharmacological interactions of nutrients with other nutrients, drugs and dietary supplements.
13. Evaluate needs and strategies for utilization of diets modified in texture and adaptive feeding equipment and techniques appropriate for clients with swallow disorders.
14. Perform calculations needed for defined diets, enteral tube feedings, and parenteral nutrition support.
15. Develop acceptable menus for individuals that are consistent with the medical nutrition therapy care plans and client food preferences, eating patterns, and economic status.
16. Participate in nutrition screening and client counseling.
17. Recognize the psychosocial concepts that impact client-based interactions
18. Determine appropriate counseling strategies for clients.
19. Effectively interact with clients in regards to health behaviors and educational needs.
20. Perform basic health assessments including blood pressure and vital signs.
21. Read and correctly interpret current research articles on nutrition and disease.
22. Understand the basic structure for healthcare delivery systems.
23. Describe the characteristics and rationale behind the use of transitional and modified diets for the prevention and treatment specific pathological disorders.
24. Recognize the need to assess the techniques and equipment needed to adapt feeding regimes to meet the needs to specific medical conditions.
25. Understand the basic structure for healthcare delivery systems.
26. Appreciate the importance of appropriate nutrition intervention in establishing cost-benefit and cost-containment strategies for the healthcare industry.
27. Recognize the association of malnutrition with the overall response to medical intervention, length of hospital stay, and cost of medical care.
28. Distinguish the difference between nutrition screening and nutrition assessment.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
    D2L enhancements will be used for this livestream course. You can access D2L via http://d2l.sfasu.edu If you need help with D2L call OIT at 468-1919.

IV. Evaluation and Assessments (Grading):
    1. Unit Exams (2 @ 100 points each = 200 points total).
       All exams will cover material from lecture, handouts, readings in the texts, and any assigned readings from supplemental materials. The exams will contain a section of multiple-choice questions. There will also be a separate section that may contain calculations, short answer questions, vocabulary matching, medical abbreviations, and case studies. You will need to have a calculator as indicated by the instructor.

There will be no make-up unit exams. In the event that you miss a unit exam, the final exam will count twice for SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL, AND PROPER DOCUMENTATION.

You will be utilizing the online proctoring service called Proctorio. This platform allows you to take an online exam in D2L while being proctored in a remote location. Taking an exam through Proctorio requires that you have a functioning webcam and audio capacity. You will also need access to a desktop or laptop computer. Tablets, smart phones, Chromebooks, and other mobile devices are not optimal and/or supported at this time.

- It is your responsibility to complete your exam(s) within the specified time frame and abide by all rules for bringing only appropriate materials into your testing area. You will need to provide photo identification to your proctor prior to taking your exam. Appropriate identification includes: driver’s license, SFA student ID, passport, or other government-issued photo identification.
- There will be no associated costs or fees with the usage of the Proctorio services.
• When you schedule your exam, be sure to take into account that verifying your identity and validating the integrity of your testing area will take a few minutes.

• Before scheduling your exam, you need to ensure your computer is compatible with Proctorio’s software.
  1. Go to proctorio.com/support (https://proctorio.com/support), and there is a 1-2-3 guide there (about halfway down the page - just click Setting Up Proctorio).
  2. Complete the initial diagnostic to make sure your electronic device is equipped. Then, login to D2L as you normally would in the updated Google Chrome extension for Proctorio to function.
  3. **Google Chrome is the ONLY browser to use when taking an exam with Proctorio!**

Additional information to consider with online exams:
• You will be monitored during the exam. Suspected violations will be noted and a report will be sent to me.
• Your exam should be taken in private locations only (no McDonald’s, coffee shops, library, etc.). Otherwise, you will need to contact the SFA testing center at (936) 468-3958 to make an appointment.

2. **Comprehensive Final Exam (150 points)**
The format of the final exam will be similar to that of the unit exams. You will be utilizing the same proctoring service, Proctorio, for the final exam. Follow the same guidelines from the unit exam section. Twenty-five percent of the points will come from the last unit of study. The remaining 75% of the points will be questions covering material from the entire course. Final exams can only be rescheduled for SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL FROM HMS PROGRAM COORDINATORS, AND PROPER DOCUMENTATION.

3. **Ethics Agreement and Case-Study (20 points) Dropbox / QClassroom Assignment**
You will receive a copy of the Academy of Nutrition and Dietetics of Ethics for the Profession of Dietetics. You must read and sign a form indicating that you will abide by these principles during your work related to this course and submit it into Dropbox and QClassroom. Additionally, each student will receive an ethical practice case study and must submit into a brief written response to the case identifying the principle(s) of the Code of Ethics that it relates to, how/why it relates to the principle, and the appropriate behavior in this circumstance. The assignment must be submitted into Dropbox and QClassroom in order for you to receive a grade.

4. **Case Studies and assignment (7 @ 160 points total) Dropbox Assignments**
Before the assignment due date, you will use available and appropriate resources to answer assigned questions. All assignments must be typed using 12-point font and submitted in Dropbox unless otherwise indicated. Full credit requires ACTIVE participation in class livestream discussion (as applicable) of the questions and their answers. Each case study assignment will begin with a BRIEF review of the disease pathophysiology, followed by Nutrition Assessment (food/nutrient intake, anthropometric calculations, relevant biochemical data, nutrition-focused physical exam/clinical data, PMH/meds, and comparative standards), Nutrition Diagnoses and prioritization, Nutrition Intervention, and Monitoring & Evaluation. Makes sure to cite all references with each case study. All assignments will be filtered through Turnitin. Again, assignments must be turned in prior to class time on the assigned due date. **LATE HOMEWORK ASSIGNMENTS COULD BE ACCEPTED WITH PENALTIES!**

   **Note:** The Interdisciplinary Assignment must be submitted into Dropbox and QClassroom in order to receive a grade.

5. **Undergraduate Student Mentorship (70 points) – Dropbox / QClassroom Assignments**
   **A) MNT Students**
   MNT students will be paired in groups with students in the freshman level class NUTR 1133 (Food, Nutrition, and Dietetics as a Profession). Students will meet in their designated groups 3 times during the fall semester via Zoom, Skype, Google Hangouts, or other similar virtual platform. Students need to meet once a month for September, October, and November. The program wants this to be a valuable networking experience for you and freshman or transfer nutrition and dietetic student majors. Completion points for this assignment will be provided via date and time documentation of the meeting in addition to online discussions along with a reflection paper submitted into Dropbox and QClassroom. Additional details will be provided during the semester regarding the logistics. This assignment is worth 45 points.
B) MNT students will be paired with a SFASU dietetic intern and have at least one meeting during the fall semester. Zoom, Skype, Google Hangouts, or other similar virtual platforms need to be documented. The program wants this to be a valuable experience for you and the dietetic intern, not something you have to check off for a competency. Completion points for this assignment will be provided under service learning, as reflection paper will be submitted into Dropbox and QClassroom. Additional details will be provided in class regarding the logistics. This assignment is worth 25 points.

C) Both assignments will include instructional time that is delivered asynchronously due to multiple student meetings and reflection assignments throughout the semester. The asynchronous assignment provides 150 minutes of work asynchronously to meet required contact hours in this course.

6. Clinical Simulation Overview (30 points) – Dropbox Assignment
The students will meet at the SFASU School of Nursing (5707 North Street Nacogdoches, TX 75965) on Tuesday, October 3rd at 11:00am. Students will participate in the learning experience based on a mock clinical setting applying their medical nutrition therapy knowledge about the critical care environment. Students will complete a follow-up reflection in D2L submitted via Dropbox on their experiences.

*Utilization of AI (Artificial Intelligence) is not allowed on assignment submissions unless directed by the instructor. Students could face Academic Integrity (4.1) policy issues resulting in a 0 on the assignment and/or additional penalties set forth by university guidelines.

**Course Performance Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Unit Exams</td>
<td>200</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>Ethics Agreement / Case Study</td>
<td>20</td>
</tr>
<tr>
<td>MNT Case Studies / Worksheets</td>
<td>160</td>
</tr>
<tr>
<td>Clinical Simulation Overview</td>
<td>30</td>
</tr>
<tr>
<td>Mentor/Mentee Assignment (NUTR 1133)</td>
<td>45</td>
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<tr>
<td>Mentor/Mentee Assignment (Interns)</td>
<td>25</td>
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<td><strong>Total</strong></td>
<td><strong>630</strong></td>
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**Course Grade Assignment:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>567 – 630</td>
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<tr>
<td>B</td>
<td>504 – 566</td>
</tr>
<tr>
<td>C</td>
<td>441 – 503</td>
</tr>
<tr>
<td>D</td>
<td>378 – 440</td>
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<tr>
<td>F</td>
<td>Less than 378</td>
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</tbody>
</table>

*This course contains KRDN assessments. If you receive less than a 70% on any KRDN assessments, you will be required to complete remediation (re-do the assessment to receive 70% or greater). This will not change your initial grade on the assignment, but the remediation is required to be documented in order to receive a verification statement of completion upon graduation, which is needed to sit for the nutrition and dietetics technician, registered (NDTR) exam or to apply for dietetic internships.*
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>T</td>
<td>Syllabus / Introductions, Role of the Dietitian</td>
<td>NTP Ch 1</td>
<td></td>
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<tr>
<td>8/31</td>
<td>Th</td>
<td>Role of the Dietitian, Nutrition Care Process, Documentation NCP</td>
<td>NTP Ch. 2</td>
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<tr>
<td>9/5</td>
<td>T</td>
<td>NCP, Ethics ADIME Notes</td>
<td>NCPT Manual</td>
<td>Ethics Agreement and Case Study (QClassroom)</td>
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<tr>
<td>9/7</td>
<td>Th</td>
<td>Nutrition Assessment</td>
<td>NTP Ch 3</td>
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<tr>
<td>9/12</td>
<td>T</td>
<td>Nutrition Assessment</td>
<td></td>
<td>Interdisciplinary Assignment (QClassroom)</td>
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<tr>
<td>9/14</td>
<td>Th</td>
<td>Nutrition Assessment</td>
<td></td>
<td></td>
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<tr>
<td>9/19</td>
<td>T</td>
<td>Nutrition Intervention</td>
<td>NTP Ch 4</td>
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<td>9/21</td>
<td>Th</td>
<td>Nutrition Support</td>
<td>NTP Ch 5</td>
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<td>9/26</td>
<td>T</td>
<td>Nutrition Support</td>
<td></td>
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<tr>
<td>9/28</td>
<td>Th</td>
<td>Nutrition Support</td>
<td></td>
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<tr>
<td>10/3</td>
<td>T</td>
<td><strong>Clinical Simulation – SFA School of Nursing</strong></td>
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<tr>
<td>10/5</td>
<td>Th</td>
<td>Nutrition Support / Exam Review</td>
<td></td>
<td>Nutrition Support Calculations due</td>
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<tr>
<td>10/10</td>
<td>T</td>
<td><strong>Exam 1: (Ch. 1 – 5)</strong></td>
<td><strong>Exam 1</strong></td>
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<tr>
<td>10/12</td>
<td>Th</td>
<td>Metabolic Stress and the Critically Ill</td>
<td>NTP Ch 22</td>
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<tr>
<td>10/17</td>
<td>T</td>
<td>Metabolic Stress and the Critically Ill</td>
<td></td>
<td>Simulation Reflections due</td>
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<td>10/19</td>
<td>Th</td>
<td>Energy Balance and Body Weight</td>
<td>NTP Ch 12</td>
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<tr>
<td>10/24</td>
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<td>Energy Balance and Body Weight</td>
<td></td>
<td>Nutrition Support Sheet due</td>
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<td>10/26</td>
<td>Th</td>
<td>Energy Balance and Body Weight</td>
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<tr>
<td>10/31</td>
<td>T</td>
<td>Disease of the Cardiovascular System / Case Study Review</td>
<td>NTP Ch. 13</td>
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<td>11/2</td>
<td>Th</td>
<td>Disease of the Cardiovascular System</td>
<td>MNT CS 6</td>
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<tr>
<td>11/7</td>
<td>T</td>
<td>Disease of the Cardiovascular System Case study review</td>
<td></td>
<td>HTN/CVD Case Study due</td>
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<tr>
<td>11/9</td>
<td>Th</td>
<td>Disease of the Cardiovascular System</td>
<td>MNT CS 7</td>
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<tr>
<td>11/14</td>
<td>T</td>
<td>Disease of the Cardiovascular System / Exam Review</td>
<td></td>
<td>MI Case Study due</td>
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<tr>
<td>11/16</td>
<td>Th</td>
<td><strong>Exam 2: (Ch. 22, 12, 13)</strong></td>
<td>NTP Ch 14</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>11/21</td>
<td>T</td>
<td>THANKSGIVING BREAK</td>
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<tr>
<td>11/23</td>
<td>Th</td>
<td>THANKSGIVING BREAK</td>
<td></td>
<td></td>
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<tr>
<td>11/28</td>
<td>T</td>
<td>Disease of the Upper GI</td>
<td></td>
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<tr>
<td>11/30</td>
<td>Th</td>
<td>Diseases of the Upper GI Case Study Review</td>
<td>MNT CS 8</td>
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<tr>
<td>12/5</td>
<td>T</td>
<td>Diseases of the Upper GI / Case Study Review</td>
<td>MNT CS 9</td>
<td>GERD Case Study due</td>
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<tr>
<td>12/7</td>
<td>T</td>
<td>Diseases of the Upper GI Case / Review for FINAL EXAM</td>
<td></td>
<td>PUD Case Study due Mentee/Mentor papers due Asynchronous Assignment (QClassroom)</td>
</tr>
<tr>
<td>12/12</td>
<td>T</td>
<td><strong>FINAL EXAM (10:30am – 12:30pm)</strong></td>
<td><strong>FINAL EXAM</strong></td>
<td></td>
</tr>
</tbody>
</table>

*SYLLABUS IS SUBJECT TO CHANGE*
VI. Readings:

**Required Books / Resources:**

**Optional Books / Resources:**

**QClassroom Statement:** This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation
2. Instruction evaluation purposes
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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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:

**Academic Integrity (4.1)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the
Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Important course related policies:

Course Grades (Including WH), Policy 5.5
Final Course Grade Appeals by Students, Policy 6.3
Academic Accommodation for Students with Disabilities, Policy 6.1
Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6
Class Attendance, Policy 6.7
Code of Student Conduct and Academic Integrity, Policy 10.4

***Other other SFA Policy Information

IX. Resources

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 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:

**Professional Writing:**
All written assignments must reflect professional writing skills. If there are numerous errors of grammar, spelling, sentence structure and/or organization the assignment will NOT be graded and will result in a grade of zero. If you have difficulty with appropriate professional writing, you should utilize the services offered by the Academic Assistance and Resource Center (AARC) located in Steen Library. You should also consider the use of the SFA Online Writing Lab (OWL). For a reference style guide, please utilize the following website for APA formatting guidelines [https://www.mendeley.com/guides/apa-citation-guide](https://www.mendeley.com/guides/apa-citation-guide).

**Withdrawal from the course:** Last day to drop a course or withdraw from the University with a W grade is **Monday, November 8, 2023**.

**Other policies:** All other policies as printed in the handbook for students and other official publications of the University shall be followed in this class.

**Disclaimer:** This syllabus represents a “best” plan for this course, however, plans can change when circumstances necessitate change. Any changes to this syllabus will be announced to the class in a timely manner. Your feedback is greatly appreciated to aid in the development of this class for future semesters.