I. Course Description:
ATTR 5241: Athletic Training Clinical III (2 credits) is a practicum course required for graduate athletic training students and is taken in the spring of the student’s first year. The course has two credit hours and five contact hours. The instructor spends two contact hours with students in the classroom and three clinical contact hours at clinical sites on a weekly basis. This course requires students to meet face-to-face once a week for one hour and 50 minutes for 16 weeks. Instruction/review is given on clinical examination and diagnosis of the lower and upper extremity, and general medical conditions. Course requirements include oral proficiencies and clinical hour deliverables- clinical log of outside clinical hours (maximum of 20 weekly hours), evaluation forms (preceptor, student, clinical site) and journal reflection questions. Clinical hour deliverables are submitted at the completion of four-week clinical rotations. Each oral proficiency requires one hour and thirty minutes of outside-of-class preparation. Outside-of-class, students complete a formal interview with a preceptor for the requested season sport for the following year. In addition, students also present a case study. 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 5222.

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 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.

5. 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.

6. 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 CAAT.
COMPETENCY / STUDENT LEARNING OBJECTIVES:
2020 CAATE Standards

Standard 59
Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

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 79
Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:
• Adrenal Diseases
• Cardiovascular Disease
• Diabetes
• Neurocognitive Disease
• Obesity
• Osteoarthritis

Standard 81: Plan and implement a comprehensive preparticipation examination process to affect health outcomes.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

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

***ALL CLINICAL HOURS WILL BE LOGGED IN TYPHON.

***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 athletic training student will have four-week and two-week clinical experiences throughout the course.
- 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 this 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 and Angelina 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>

Students will provide justifications for their requested season and 8 week sport clinical experiences they wish to have as a Level II student. The “Sport Requests” MUST include:
- Top three requested clinical sites in order as - 1. Season; 2. 8-week sport; 3. Alternate
- Each requested clinical site must have a provided justification of why the student selected the site.

**Sport requests will be due February 29, 2024, by 8:00am and are to be uploaded into Typhon.**

Each student will participate in an interview with the preceptor for their requested SEASON clinical site. The interview should be taken as a real and the student should dress and act the part. The 16-week season and 8-week sport selections for next year are decided upon from a.) feedback from the preceptor; b) interview process; and c.) GATP Faculty. The clinical schedule for the 2022-2023 year will be given to the student prior to the end of the semester during dead week.

B.) 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 by Monday (11:59pm Sunday night) after the end of each four-week clinical experience. Points will be deducted if the orientation survey, clinical site, or preceptor evaluations are late.

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.

C.) Assignment- 10% of total grade
1.) **Quizzes**
   - Quizzes will occur and may be delivered in a variety of ways- orally, hands -on application, paper, etc.
   - Any of the material covered from the previous class days could be on the quiz
   - Come to class prepared!

2.) **Journal Reflections**
   - Students will answer journal reflections periodically throughout the semester.
   - Journal reflections are worth 10 points.

3.) **Case Study**
   Students will be responsible for presenting, to the class, a case study over **UNIQUE** injury from the spring semester. The case study cannot also be used by another study in the program or for another class. The rubric below details the grading criteria for the case study presentation. Each student will present the case study during finals week in class.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
| **Organization**             | Information has extremely logical content delivery. Lasted 8” – 7:30”.
|                              | Information has good logical content delivery. Lasted 7:30” – 7”.
|                              | Information has average logical content delivery. Lasted 7” – 6:30”.
|                              | Information has minimal logical content delivery. Lasted 6:30” – 6”.
|                              | Information has poor logical content delivery, difficulty to follow. Lasted < 6”.
| **Quality of Information**   | Provided exceptional insight to case study by citing several supporting details and/or examples. Provided enriching content applicable to topic. Provided good insight to case study by citing many supporting details and/or examples. Provided good content applicable to topic. Provided average incite to case study by citing some supporting details and/or examples. Provided average content applicable to topic. Provided minimal insight to case study by citing minimal supporting details and/or examples. Provided minimal content applicable to topic. No insight to case study was provided. Content was not applicable to topic. |
| **Quality of Lit Review**    | Provided an exceptional literature / EBR to support case study through correct citations. Provided enriching content to discuss the topic. Provided a good literature / EBR to support case study through correct citations. Provided good content to discuss the topic. Provided an average literature / EBR to support case study through correct citations. Provided average content to discuss the topic. Provided minimal literature / EBR to support case study through correct citations. Provided minimal content to discuss the topic. No literature / EBR was provided, or poor citations. To case study was provided. Content was not applicable to topic. |
| **Mechanics**                | No grammatical, spelling or punctuation errors, followed APA format; exceptional speaking voice, flow |
|                              | Couple of grammatical, spelling, or punctuation errors, 1-2 APA mistakes; good speaking voice, flow |
|                              | Few grammatical, spelling, or punctuation errors, 3-4 APA mistakes; average speaking voice, flow |
|                              | Many grammatical, spelling, or punctuation errors, APA mistakes; below average speaking voice, flow |
|                              | Way too many for a graduate student, did not follow APA format; low quality speaking voice, flow |

Total points = ________ / 40 points

4.) **Other**
   a.) **Season Sport Interview Reflection**
   - Students will reflect on the interview they participated with the preceptor for their requested 16-week clinical site for next year.
   - Students will answer a series of questions about the interview process:
     - What aspects of the interview went well? What did not go well?
     - What aspects should you improve upon?
     - What strategies will you implement to improve for your next interview? How?
     - The assignment should be uploaded into Typhon, under external documents, in course ATTR 5241.
b. General Medical Conditions Reflection (Typhon)

- For this assignment the student will reflect back upon the Typhon patient encounters (case logs) Nacogdoches Memorial ER, EMS and SFA Student Health Services.
- The student will provide a reflection on the type of health conditions they experienced at the clinical sites. The reflections should be in-depth.
- The student will then develop and provide strategies to reduce risk for the following health conditions:
  - Cardiovascular disease
  - Diabetes
  - Neurocognitive disease
  - Obesity
  - Osteoarthritis
  - Adrenal diseases
- The assignment should be uploaded into Typhon, under external documents.

<table>
<thead>
<tr>
<th>Outstanding (10)</th>
<th>On target (8)</th>
<th>Under-developed (6)</th>
<th>Did not follow all instructions (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection is original, substantive, and offer clear, insightful, in-depth responses to the prompts, and questions. It is extremely evident that student provided to the reflection from patient encounters.</td>
<td>Reflection is right on target, clear, reasonable, well-developed to the prompts and questions. It is evident that student provided to the reflection from patient encounters.</td>
<td>Reflection is brief and/or too general, and/or vaguely align to prompts and questions. It is unclear if student provided to the reflection from patient encounters.</td>
<td>Reflection is minimal/absent and/or vague in content, and/or do not align to prompts and questions. It is evident that no reflection from patient encounters was provided.</td>
</tr>
</tbody>
</table>

5.) 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.
- Student case logs will also be used in class for activities.
- Students will be required to complete a remediation assignment if they have less than 20 approved case logs for the four weeks. The remediation may include an oral report of all case logs, a written report of case logs, etc.
- 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.

Grading Scale for Case Logs

<table>
<thead>
<tr>
<th>Number of Case Logs Completed</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>

E.) Proficiencies - 40% of total grade:

- Refer to Graduate Athletic Training Policy and Procedures Manual.
- 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 5241 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 must scan the documents into Typhon.
- 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 spring semester and a review of what was learned in ATTR 5222.
- 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.
- Students assigned to the SFA Student Health Center and Memorial ER / EMS clinical experience will take their preceptor practice and final assessment with Dr. Watts. The student is responsible for contacting Dr. Watts no less than 48 hours prior to the date requested, to arrange a scheduled date/time.
• 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 April 22-26. The ATS will be assessed over one of the proficiencies that occurred during the semester.

BE PREPARE AT ANY TIME TO PARTICIPATE AND DEMONSTRATE CLINICAL SKILLS, ALL SITUATIONS ARE TO BE ACTED AS IF REAL.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
<td>Clinical Hours:</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B</td>
<td>Proficiencies &amp; Sims:</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C</td>
<td>Assignments:</td>
</tr>
<tr>
<td>69% - 60%</td>
<td>D</td>
<td>Evaluations:</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>F</td>
<td>Attendance:</td>
</tr>
</tbody>
</table>

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

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 1.18</td>
<td>Introduction: Syllabus, Discuss Sport Requests, Case Log Discussion</td>
</tr>
<tr>
<td></td>
<td>Review Emergency Conditions/Injury</td>
</tr>
<tr>
<td></td>
<td>Introduce Prof 1- Clinical Evaluation of General Medical Cnds</td>
</tr>
<tr>
<td>2 – 1.25</td>
<td><em><strong>NO CLASS- SWATA STUDENT DEVELOPMENTAL WRKSHOP</strong></em></td>
</tr>
<tr>
<td>3 – 2.1</td>
<td>Simulation # 1</td>
</tr>
<tr>
<td></td>
<td>Upper Extremity Eval Review</td>
</tr>
<tr>
<td>4 – 2.8</td>
<td>Proficiency #1 due</td>
</tr>
<tr>
<td></td>
<td>Introduce Prof #2 Clinical Evaluation of Shoulder, Elbow, Wrist/Hand</td>
</tr>
<tr>
<td></td>
<td>CHECK IN- Sport Requests; Case Log Discussion</td>
</tr>
<tr>
<td>5 – 2.15</td>
<td>Journal #1</td>
</tr>
<tr>
<td></td>
<td>Communication: Patient Care &amp; Professionals</td>
</tr>
<tr>
<td></td>
<td>ICF Model; Template w/ Case Logs</td>
</tr>
<tr>
<td>6 – 2.22</td>
<td>Proficiency #2 due. CHECK IN</td>
</tr>
<tr>
<td></td>
<td>Introduce Prof #3- Clinical Evaluation of Cervical, Head &amp; Face</td>
</tr>
<tr>
<td>7 – 2.29</td>
<td>Sport Requests Due; Emergency Fracture Management</td>
</tr>
<tr>
<td>8 – 3.7</td>
<td>Proficiency #3 due; Simulation # 2; Introduce Prof #4- Clinical Evaluation of Lower Extremity &amp; Lumbar</td>
</tr>
<tr>
<td>9 – 3.14</td>
<td>****************** SPRING BREAK******************</td>
</tr>
<tr>
<td>10 – 3.21</td>
<td>Introduce Prof #5- Therapeutic Interventions</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Intervention (modalities) scenarios</td>
</tr>
<tr>
<td></td>
<td>LE Eval Review</td>
</tr>
<tr>
<td>11 – 3.28</td>
<td>Proficiency #4 Due on Typhon</td>
</tr>
<tr>
<td></td>
<td>EASTER HOLIDAY</td>
</tr>
<tr>
<td>12 – 4.4</td>
<td>Journal #2; Case Log Discussions</td>
</tr>
<tr>
<td></td>
<td>Clinical Evaluation Scenarios</td>
</tr>
<tr>
<td>Wed 4.10 &amp; Fri 4.12</td>
<td>NURSING SIM @ Nursing Building</td>
</tr>
<tr>
<td></td>
<td>Begins @ 10:30am; Assigned times in groups</td>
</tr>
<tr>
<td>13 – 4.18</td>
<td>Proficiency #5- due; CHECK IN: Injury Scenarios</td>
</tr>
<tr>
<td></td>
<td>Simulation # 3</td>
</tr>
<tr>
<td>4.22– 4.26</td>
<td>Comprehensive Final Proficiency Testing w/ Dr. Watts</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


Other Suggested Outside References:
- D2L / Brightspace
- Journal of Athletic Training
- NATA News

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 Policy

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For Keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Students with Disabilities
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 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**
***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741