

**Florida International University
College of Nursing and Health Sciences
Masters of Science in Athletic Training**

**APK 6118: Rehabilitation Techniques in Athletic Training with Lab
Fall 2009**

CATALOG NUMBER	APK 6118C
PS CLASS NUMBER	95513
COURSE TITLE	Rehabilitation Techniques in Athletic Training
SECTION	U01
PLACEMENT	Level II Athletic Training Students
COURSE CREDITS	4
CLOCK HOURS	MWF 8-9:50 AM, GPA 113
CO-REQUISITES	PET 5312C, PET 5678
PRE-REQUISITES	PET 4643C, PET 4642C, PET 4672L
FACULTY	Dr. Jennifer Doherty-Restrepo Phone: 305-348-3398 Office: ZEB 251B dohertyj@fiu.edu Office Hours: Tu 10am – 12pm, 1pm – 3pm & Th 1pm – 3pm Jennifer Loewe Phone: 305-348-0131 Office: PA 156 jloewe@fiu.edu Office Hours: M-F 12:00pm – 1pm, or by appointment Class Website: www.fiu.edu/~dohertyj

COURSE DESCRIPTION:

The purpose of this course is to introduce students to the basic principles of rehabilitation of athletic injuries including, but not limited to, the following: range of motion, edema and pain control, balance, proprioception, strengthening, endurance, and skill acquisition. Various methods of application of the aforementioned areas will be discussed and demonstrated. The purpose of the laboratory component of this course is to allow students to apply the basic principles of rehabilitation of athletic injuries.

COURSE OBJECTIVES:

Learning Objectives

In order to demonstrate knowledge of the practice of athletic training, to think critically about the practices involved in athletic training, including the ability to integrate knowledge, skill and behavior, and to assume professional responsibility, the entry-level certified athletic trainer must plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of injuries and illnesses.

The cognitive and psychomotor competencies and clinical proficiencies should encompass multiple methods and techniques of therapeutic exercise, performed via a variety of mediums (e.g. aquatic therapy, etc.), in the following categories:

- a. Exercises and techniques to improve joint range of motion
- b. Exercises to improve muscular strength
- c. Exercises to improve muscular endurance
- d. Exercises to improve muscular speed
- e. Exercises to improve muscular power
- f. Exercises to improve balance, neuromuscular control, and coordination
- g. Exercises to improve agility
- h. Exercises to improve cardiorespiratory endurance
- i. Exercises to improve activity-specific skills including ergonomics and work hardening

Cognitive Competencies

1. Identify nutritional considerations in rehabilitation, including nutrients involved in healing and nutritional risk factors (e.g., reduced activity with the same dietary regimen and other).
2. Describe the physiological and pathological processes of trauma, wound healing and tissue repair and their implications on the development, progression and implementation of a therapeutic exercise program.
3. Describe the mechanical principles applied to the design and use of therapeutic exercise equipment and techniques (leverage, force, kinesiology and biomechanics).
4. Describe common surgical techniques, pathology, and any subsequent anatomical alterations that may affect the implementation of a therapeutic exercise program.
5. Describe the appropriate selection and application of therapeutic exercises taking the following into consideration:
 - a. The physiological responses of the human body to trauma
 - b. The physiological effects of inactivity and immobilization on the musculoskeletal, cardiovascular, nervous, and respiratory systems of the human body
 - c. The anatomical and/or biomechanical alterations resulting from acute and chronic injury and improper mechanics
 - d. The physiological adaptations induced by the various forms of therapeutic exercise, such as fast-versus slow-twitch fibers
 - e. The physiological responses of additional factors, such as age and disease
6. Describe the indications, contraindications, theory, and principles for the incorporation and application of various contemporary therapeutic exercise equipment and techniques, including aquatic therapy, manual therapy and mobilization.

7. Define the basic components of activity-specific rehabilitation goals, functional progressions, and functional outcomes in a therapeutic exercise program.
8. Describe the process/methods of assessing and reassessing the status of the patient using standard techniques and documentation strategies in order to determine appropriate treatment and rehabilitation and to evaluate readiness to return to the appropriate level of activity. This includes the ability to:
 - a. Describe and interpret appropriate measurement and functional testing procedures as they relate to the selection and application of therapeutic exercise.
 - b. Interpret objective measurement results (muscular strength/endurance, range of motion) as a basis for developing an individualized therapeutic exercise program.
 - c. Interpret the results of a physical assessment and determine an appropriate therapeutic exercise program to return the patient to physical activity.
 - d. Determine the appropriate therapeutic exercise program and appropriate therapeutic goals and objectives based on the initial assessment and frequent reassessments.
 - e. Determine the criteria for progression and return to activity based on the level of functional outcomes.
 - f. Describe appropriate methods of assessing progress in a therapeutic exercise program and interpret the results.
 - g. Interpret physician notes, postoperative notes, and physician prescriptions as they pertain to a therapeutic exercise program.
 - h. Describe appropriate medical documentation for recording progress in a therapeutic exercise program.
9. Explain the effectiveness of taping, wrapping, bracing, and other supportive/protective methods for facilitation of safe progression to advanced therapeutic exercises and functional activities.
10. Describe the manufacturer's, institutional, state, and federal guidelines for the inspection and maintenance of therapeutic exercise equipment.

Psychomotor Competencies

1. Assess a patient to determine specific therapeutic exercise indications, contraindications, and precautions.
2. Obtain and interpret baseline and postexercise objective physical measurements to evaluate therapeutic exercise progression and interpret results.
3. Inspect therapeutic exercise equipment to ensure safe operating condition.
4. Demonstrate the appropriate application of contemporary therapeutic exercises and techniques according to evidence-based guidelines.
5. Instruct the patient in proper techniques of commonly prescribed therapeutic exercises.
6. Document rehabilitation goals, progression and functional outcomes.
7. Perform a functional assessment for safe return to physical activity.

Clinical Proficiency

Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, application, and evidence-based design of a therapeutic exercise program for injuries to the upper extremity, lower extremity, trunk, and spine. The student will formulate a progressive rehabilitation plan and appropriately demonstrate and/or instruct the exercises and/or techniques to the patient. Effective lines of communication should be established to elicit and convey information about

the patient's status and the prescribed exercise(s). While maintaining patient confidentiality, all aspects of the exercise plan should be documented using standardized record-keeping methods.

TOPICAL OUTLINE (Tentative):

WEEK	FORMAT	TOPIC & ASSIGNMENTS
1	Monday Aug. 24	Course Introduction Discussion – Case Study Project Ch. 1: Concepts of Rehabilitation Ch. 2: Concepts of Healing <i>Assignment: Read syllabus (Quiz on Wednesday)</i>
	Wednesday Aug. 26	Ch. 3: Concepts of Physics Ch. 4: Examination and Assessment <i>Assignment: Locate, read, and analyze an article about tendonitis. The article might elaborate on the etiology of tendonitis, the efficacy of modalities, various treatment issues, or the treatment of a specific case.</i>
	Friday Aug. 28	LAB – Rehab Assessment (Ch. 4) Ch. 15: Therapeutic Exercise for Tendonitis Discussion – Tendonitis articles (Bring a hardcopy for the class and instructors)
<i>Aug. 31 - Last day to complete late registration.</i>		
2	Monday Aug. 31	Ch. 5: Range of Motion and Flexibility LAB - Goniometry/Flexibility/PNF
	Wednesday Sept. 2	Ch. 6: Manual Therapy Techniques LAB - Manual Therapy/Joint Mobilization
	Friday Sept. 4	EXAM – Written and Oral Practical (Ch. 1-6, 15)
3	Monday Sept. 7	<i>Labor Day Holiday – Campus Closed</i>
	Wednesday Sept. 9	Ch. 7: Muscle Strength and Endurance
	Friday Sept. 11	LAB – Strengthening Exercises <i>Assignment: Locate, read, and analyze an article about proprioception. The article may discuss the efficacy of various proprioception techniques, various treatment issues, or the treatment of a specific case.</i> <i>DUE: Clinical Proficiencies</i>
4	Monday Sept. 14	Ch. 8: The ABCs of Proprioception Discussion – Proprioception articles (Bring a hardcopy for the class and instructors)
	Wednesday Sept. 16	LAB – Proprioception <i>Assignment: Locate, read, and analyze an article about plyometrics. The article may discuss the efficacy of various plyometric techniques, various treatment issues, or the treatment of a specific case.</i>
	Friday Sept. 18	Ch. 9: Plyometrics Discussion – Plyometric articles (Bring a hardcopy for the class and instructors)

5	Monday Sept. 21	LAB – Plyometrics DUE: Outline for case study
	Wednesday Sept. 23	EXAM – Written and Oral Practical (Ch. 7-9)
	Friday Sept. 25	Ch. 10: Functional Exercise
6	Monday Sept. 28	LAB – Functional progression <i>Assignment: Locate, read, and analyze an article about aquatic therapeutic exercise. The article may discuss the efficacy of various aquatic rehabilitation techniques, various treatment issues, or the treatment of a specific case.</i>
	Wednesday Sept. 30	Ch. 13: Aquatic Therapeutic Exercise Ch. 14: Swiss Balls and Foam Rollers Discussion – Aquatic rehabilitation articles (Bring a hardcopy for the class and instructors) DUE: Clinical Proficiencies
	Friday Oct. 2	LAB – Aquatic therapy (<i>Bring your swimsuits!</i>) LAB – Swiss balls and foam rollers
7	Monday Oct. 5	EXAM – Written and Oral Practical (Ch. 10, 13-14)
	Wednesday Oct. 7	Ch. 11: Posture and Body Mechanics LAB – Posture
	Friday Oct. 9	Ch. 12: Ambulation and Ambulation Aids LAB - Gait
8	Monday Oct. 12	Ch. 16: Spine and Sacroiliac <i>Assignment: Locate, read, and analyze an article about spine/sacroiliac rehabilitation. The article may discuss the efficacy of various rehabilitation techniques, various treatment issues, or the treatment of a specific case.</i> DUE: Clinical Proficiencies
	Wednesday Oct. 14	LAB – Spine rehab Discussion – Spine/Sacroiliac rehabilitation articles (Bring a hardcopy for the class and instructors)
	Oct. 16 – Deadline to drop a course with a DR grade	
	Friday Oct. 16	EXAM – Written and Oral Practical (Ch. 11-12, 16)
9	Monday Oct. 19	Ch. 20: Foot, Ankle and Low Leg <i>Assignment: Locate, read, and analyze an article about foot/ankle/low leg rehabilitation. The article may discuss the efficacy of various rehabilitation techniques, various treatment issues, or the treatment of a specific case.</i>
	Wednesday Oct. 21	LAB – Foot, Ankle, Low Leg Discussion – Foot/Ankle/Low Leg rehabilitation articles (Bring a hardcopy for the class and instructors)

	Friday Oct. 23	Ch. 21: Knee and Thigh <i>Assignment: Locate, read, and analyze an article about knee/thigh rehabilitation. The article may discuss the efficacy of various rehabilitation techniques, various treatment issues, or the treatment of a specific case.</i> DUE: Clinical Proficiencies
10	Monday Oct. 26	LAB – Knee and Thigh Discussion – Knee/Thigh rehabilitation articles (Bring a hardcopy for the class and instructors) DUE: Rough Draft of Case Study (TurnItIn.com)
	Wednesday Oct. 28	Ch. 22: Hip <i>Assignment: Locate, read, and analyze an article about hip rehabilitation. The article may discuss the efficacy of various rehabilitation techniques, various treatment issues, or the treatment of a specific case.</i>
	Friday Oct. 30	LAB – Hip Discussion – Hip rehabilitation articles (Bring a hardcopy for the class and instructors)
11	Monday Nov. 2	REVIEW LAB - <i>Putting It All Together: Individualized Protocol Design From Injury to Return</i>
	Wednesday Nov. 4	EXAM – Written and Oral Practical (Ch. 20-22)
	Friday Nov. 6	Ch. 17: Shoulder and Arm <i>Assignment: Locate, read, and analyze an article about shoulder/arm rehabilitation. The article may discuss the efficacy of various rehabilitation techniques, various treatment issues, or the treatment of a specific case.</i>
12	Monday Nov. 9	LAB – Shoulder and Arm Discussion – Shoulder/Arm rehabilitation articles (Bring a hardcopy for the class and instructors)
	Wednesday Nov. 11	Veterans' Day Holiday – Campus Closed
	Friday Nov. 13	Ch. 18: Elbow and Forearm <i>Assignment: Locate, read, and analyze an article about elbow/forearm rehabilitation. The article may discuss the efficacy of various rehabilitation techniques, various treatment issues, or the treatment of a specific case.</i> DUE: Clinical Proficiencies
<i>Nov. 13 – Deadline for faculty to review class rosters to ensure accuracy before grade roster</i>		
13	Monday Nov. 16	LAB – Elbow and Forearm Discussion – Elbow/Forearm rehabilitation articles (Bring a hardcopy for the class and instructors)
	Wednesday Nov. 18	Ch. 19: Wrist and Hand <i>Assignment: Locate, read, and analyze an article about wrist/hand rehabilitation. The article may discuss the efficacy of various rehabilitation techniques, various treatment issues, or the treatment of a specific case.</i>

	Friday Nov. 20	LAB – Wrist and Hand Discussion – Wrist/Hand rehabilitation articles (Bring a hardcopy for the class and instructors)
14	Monday Nov. 23	REVIEW LAB - <i>Putting It All Together</i> : Individualized Protocol Design From Injury to Return
	Wednesday Nov. 25	EXAM – Written and Oral Practical (Ch. 17-19)
	Friday Nov. 27	<i>No Class- Happy Thanksgiving</i>
15	Monday Nov. 30	Case Study Presentations
	Wednesday Dec. 2	Case Study Presentations DUE: Clinical Proficiencies DUE: Final Case Study Manuscript (TurnItIn.com)
	Friday Dec. 4	Review
16	Final Exams Week Dec. 7-12	Final Exam – Cumulative DUE: Clinical Proficiencies
<i>Dec. 16 – Deadline (by 11:59PM) for faculty to submit grades.</i>		

TEACHING STRATEGIES:

This course will be presented in traditional in-person lecture format while incorporating hands-on, practical learning in the laboratory setting where clinical proficiencies will be introduced and evaluated. This course will consist of 6.0 contact hours per week (approximately 3.0 contact hours per week for the lecture component and approximately 3.0 contact hours per week for the laboratory component).

EVALUATION:

Final grades will be based on:

Written Exams (6)	30%
Clinical Proficiency Demonstrations (6 Oral Practicals)	30%
Final Exam - Cumulative	15%
Case Study Manuscript and Presentation	10%
Complete Clinical Proficiency Evaluations	5%
Weekly Quizzes	5%
Attendance/Assignments (Case Study Outline, Journal Articles)	5%
Total	100%

Grading Scale:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

Note: When the decimal is .4 or below the grade is rounded down to the nearest whole number. If the decimal is .5 or above the grade is rounded up to the nearest whole number

Exams

- Exams are written and practical type tests.
- The last exam is given during finals week and will be a cumulative exam.
- Exams are scheduled at logical breaks in the lecture material and dates are tentative.
- Most of the material that will be on the exam will be covered in lecture. There will be sections or even chapters that the student will be required to read which may be on the exam.
- Material covered in the lecture or in lab or as part of a laboratory assignment is eligible to be included on the exams.
- Exams begin ON TIME. **If you arrive later than 15 min after the start of the exam, you will not be allowed to take the exam.**
- If you are tardy (within 15 minutes after the start of the exam), 1 point for each minute you are late will be deducted from your exam grade.
- Any student unable to take an exam at the regularly scheduled time AND is able to present an approved excuse missing the exam, MUST notify the course instructor or the department secretary PRIOR TO THE TIME of the absence by voice mail message or email.
- Make-up exams will be administered at the earliest convenience, or during finals week.

Journal Article Assignments

You will be required to locate journal articles throughout the semester on topics related to course content. These articles must come from the *Journal of Athletic Training* or the *Journal of Physical Therapy*. These journal articles will be used for discussion in class; therefore, you must read the article prior to class and provide an oral summary and analysis of the article.

**** In order to facilitate quality class discussion, you are required to bring a copy of the journal article for each member of the class, including instructors. ****

Case Study Manuscript and Presentation

1. An introductory outline draft (4% of final project grade) is due on Monday, September 21, 2009 and MUST include TOPIC sentences for the following sections: introduction (personal data), chief complaint, history of present complaint (including symptoms), results of physical examination, medical history, diagnosis, treatment and rehabilitation protocol, criteria for return to play, and deviations from expectations. (EXAMPLES WILL BE PROVIDED.)

2. A draft of the manuscript and abstract are **DUE** to www.turnitin.com on Monday, October 26, 2009. Manuscripts will be reviewed online and returned to the students by Monday, November 2, 2009 and students will be expected to revise and resubmit a final manuscript on Monday, November 30, 2009 (6% of final project grade).
 - a. Turnitin.com. is an internet-based service for screening student papers for unoriginal text and identifying the sources. This website generates an "originality report" shortly after submission. The originality report identifies verbatim text from internet sources and databases and identifies the source. This is a very useful deterrent to plagiarism.
 - b. Class Name: APK 6118
 - c. Class ID: 2790106
 - d. Classroom enrollment password: ELATEP2009
3. A 250 word structured abstract is required. Components of a structured abstract **MUST** include: Objective, Background, Differential Diagnosis, Treatment, Uniqueness, Conclusions, and Key Words.
 - a. The manuscript is limited to **6 pages** and must be typed, single spaced, with 1" margins on all sides **INCLUDING** body of manuscript, references, and figures (excluding Cover Page and 1 Page (250 word) Abstract). The manuscript must be a complete description of the scholarly work with specific or in-depth analyses of the topic.
 - i. The body of a **Case Study** should include an introduction (personal data), chief complaint, history of present complaint (including symptoms), results of physical examination, medical history, diagnosis, treatment and rehabilitation protocol, criteria for return to play, and deviations from expectations.
 - ii. Example of appropriate content can be found at: <http://www.nata.org/jat/readers/archives/41.4/i1062-6050-41-4-457.pdf>
 - b. Manuscripts must be prepared following the *American Medical Association (AMA) Manual of Style 9th Edition* (Williams & Wilkins) and in compliance with the *Uniform Requirements for Manuscripts Submitted to Biomedical Journals* found online at: <http://www.icmje.org/>.
 - c. Examples of appropriate **formatting** can be found at: http://coeweb.fiu.edu/Research_Conference/2006_SAHPCordrey_COERC-SAHP_2006.pdf
4. Final manuscripts and abstracts are **DUE** to www.turnitin.com on Monday, November 30, 2009. (80% of final project grade)
5. A 15-20 min (max) *Power Point Presentation* (10% of final project grade) will also be required and are scheduled for Monday, November 30, 2009 during the lecture session.

Clinical Proficiency Evaluations

Completed clinical proficiency evaluations are due 5-6 times throughout the semester. Late or incomplete submissions of the clinical proficiency evaluation forms will result in a **zero**. All clinical proficiencies must be evaluated as a 3 or higher on the grading scale to receive credit for the skill. Each clinical proficiency skill is worth a maximum of 10 points; 5 points as

assessed by the Approved Clinical Instructor (ACI) and 5 points as assessed by the Graduate Assistant (GA).

Hardcopy materials not physically handed to an instructor at the start of the class period are considered late. Softcopy assignments received after **12 AM** the day before class are considered late. Students must verbally confirm the instructor received emailed assignments at the start of the class period. All late materials lose 15% of their allotted value for each 24-hour period they remain late (see table). Students must receive verbal or email confirmation from an instructor that late assignments have been received; no exceptions. The student is responsible for seeking such confirmation.

Hours Past-due	Maximum Value
0	100%
0-24	85%
24-48	70%
48-72	55%
72-96	40%
96-120	25%
120-144	10%
>144	0%

Quizzes

Announced and unannounced quizzes may be given at any time.

REQUIRED TEXTS

Houglum, P.A. (2005). *Therapeutic Exercise for Musculoskeletal Injuries*, 2nd ed., Human Kinetics.

POLICIES

Attendance

**Attendance to all classes and labs is mandatory. Unexcused absences or tardiness will result in point deductions from the final course grade. Attendance is expected. More than two absences due to unavoidable emergency situations is considered excessive. Excellent attendance and class participation will affect borderline grades favorably. Poor attendance and not arriving prepared for class may negatively affect grades.*

Academic Misconduct

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat

can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

Religious Holidays

Religious holidays are an excused absence, but not beyond the day for the holiday itself. Students should make their requests known at the beginning of the semester and arrangements must be made with the faculty member for missed work.

Students with Disabilities

Students with disabilities who may need special accommodations must register with the Office of Disability Services. In addition, students must contact the instructor so that arrangements can be made to accommodate their needs.

ATHLETIC TRAINING EDUCATION PROGRAM PLAGIARISM POLICY

Academic misconduct is a violation of the University Code of Standards, the Code of Academic Integrity, the ethical relationship between the student and the academic community, and especially between the student and the instructor. It is the responsibility and prerogative of the instructor to make an initial determination about the extent and severity of an instance of academic misconduct; the instructor may opt to make a referral for further adjudication in appropriate cases.

Plagiarism

This Policy views plagiarism as one form of academic misconduct, and adopts the definition of the university's Code of Academic Integrity, according to which plagiarism is

the deliberate use and appropriation of another's works without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for the ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

Examples of plagiarism include, but are not limited to:

1. Term papers acquired online or from other sources;
2. Copying of original material without attribution;
3. Use of other students' work;
4. Copying and pasting, verbatim, information from Internet sources, without quotation marks and correct citation.

1. **Availability of Information**

- a. All Athletic Training students are expected to know what constitutes academic misconduct and to be willing to abide by all university policies on academic conduct and integrity. In order to facilitate this, The Athletic Training Program will prominently post and distribute information and links on these policies, and will strongly encourage students to review the Code of Academic Integrity, which is part of the FIU Student Handbook.
- b. Faculty of The Athletic Training Program will:
 - i. Describe in or link to their syllabi information about the academic conduct policies of the University, the Program, and the instructor, and
 - ii. Provide clear statements defining plagiarism and cheating in their syllabi.

2. **Procedures and Penalties**

- a. Procedures

Charges of Academic Misconduct may be brought against an Athletic Training student by an Athletic Training faculty member. If the faculty member suspects plagiarism or other forms of academic misconduct, within one week of the discovery of the suspected act, the faculty member must hold an informal meeting with the student to inform him/her of the allegation(s), provide any evidence available, and allow the student to respond.

The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures, available at <http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>.

The faculty member will inform the student of the decision in writing within one week of the meeting.

The student has the right to appeal the outcome of the meeting with the instructor within one week of the faculty's decision, when the decision is to pursue informal resolution or file formal resolution charges. The appeal will take the form of a letter to the Athletic Training Program Director outlining the circumstances of the case and the reason for the objection to the instructor's recommendation. The student must provide the instructor with a copy of the letter of appeal. In the event the Athletic Training Program Director is the instructor of the course in which the alleged infraction occurs, the student submits the letter to the Associate Dean of Academic

Affairs and provides a copy to the instructor. The Athletic Training Program Director or his/her designee will examine the case and make a final determination about the pursuit of Informal Resolution or the filing of formal resolution charges.

b. Penalties

First Infraction

An Athletic Training student found responsible for plagiarism or other academic misconduct by informal resolution or formal resolution will earn an F in the relevant Athletic Training course.

Second Infraction

An Athletic Training student found responsible for a second act of plagiarism or other academic misconduct by informal resolution or formal resolution will earn an F in the relevant Athletic Training course and will be dismissed from the Athletic Training Program by the Program Director, effective from the end of the semester in which the infraction occurs. Dismissal will be in writing and will entail the loss of all privileges and benefits of being in the Athletic Training Program, and the student will not be readmitted to the Athletic Training Program. The decision of the Program Director will be final. This decision relates solely to the student's status in the Athletic Training Program and does not affect the student's right to appeal the original faculty decision.

The penalty of dismissal from the Athletic Training Program may apply to academic misconduct in any course within Florida International University and not only to courses offered by the Athletic Training Program. In the case of courses outside the Athletic Training Program, the Athletic Training Program Director will rely on the Office of the Provost for notification about the infraction(s). More stringent penalties, such as dismissal from the university, may be pursued through the university's established academic misconduct process.

This Policy follows the University Academic Misconduct Procedures of the Code of Academic Integrity, with modification to provide for appeal within the Athletic Training Program.

This Policy becomes effective from Spring 2008.