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

Acute Care and Injury Prevention with Lab
Fall 2008

COURSE NUMBER	PET 4639C
PS CLASS NUMBER	93981
COURSE TITLE	Acute Care and Injury Prevention
SECTION	01
PLACEMENT	Level I Athletic Training Students
COURSE CREDITS	4
CLOCK HOURS	MWF 9:00 – 10:50 AM, GPA 112
FACULTY	Israel Mitchell, MS, ATC, LAT 786-390-4055 izz2@msn.com Class: GPA 112 Office hours: By Appointment Dennis Coonan, MS, ATC, LAT 305-348-6229 Dennis.Coonan@fiu.edu Office hours: By Appointment Class Web Page: http://www.fiu.edu/~dohertyj

COURSE DESCRIPTION

The purpose of this course is to introduce students to basic principles of acute care of athletic- or exercise-related injuries and to introduce basic principles of injury prevention. Students will become familiar with safety precautions, physical and environmental risk factors, and contraindications associated with participation in athletics/exercise. 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 acute care and injury prevention of athletic-related or exercise-related injuries.

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 possess an understanding of risk management and injury prevention and demonstrate the necessary skills to plan and implement prevention strategies. The entry-level

certified athletic trainer must also possess an understanding of the nutritional aspects of injuries and illnesses.

Cognitive Competencies

1. Explain the application principles of rest, cold application, elevation, and compression in the treatment of acute injuries.
2. Describe the signs, symptoms, and pathology of acute inflammation.
3. Explain the risk factors associated with physical activity.
4. Identify and explain the risk factors associated with common congenital and acquired abnormalities, disabilities, and diseases.
5. Identify and explain the epidemiology data related to the risk of injury and illness related to participation in physical activity.
6. Identify and explain the recommended or required components of a preparticipation examination based on appropriate authorities' rules, guidelines, and/or recommendations.
7. Describe the basic concepts and practice of wellness screening.
8. Describe the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control.
9. Explain the importance for all personnel to maintain current certification in CPR, automated external defibrillator (AED), and first aid.
10. Explain the principles of effective heat loss and heat illness prevention programs. Principles include, but are not limited to, knowledge of the body's thermoregulatory mechanisms, acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, and weight loss.
11. Explain the accepted guidelines, recommendations, and policy and position statements of applicable governing agencies related to activity during extreme weather conditions.
12. Interpret data obtained form a wet bulb globe temperature (WGBT) or other similar device that measures heat and humidity to determine the scheduling, type, and duration of activity.
13. Explain the importance and use of standard tests, test equipment, and testing protocol for the measurement of cardiovascular and respiratory fitness, body composition, posture, flexibility, muscular strength, power, and endurance.
14. Explain the components and purpose of periodization within a physical conditioning program.
15. Identify and explain the various types of flexibility, strength training, and cardiovascular conditioning programs. This should include the expected effects (the body's anatomical and physiological adaptation), safety precautions, hazards, and contraindications of each.
16. Explain the precautions and risks associated with exercise in special populations.
17. Explain the basic principles associated with the use of protective equipment, including standards for the design, construction, fit, maintenance and reconditioning of protective equipment; and rules and regulations established by the associations that govern the use of protective equipment; and material composition.
18. Explain the principles and concepts related to prophylactic taping, wrapping, bracing, and protective pad fabrication.

19. Explain the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints. This includes, but is not limited to, evaluating or identifying the need, selecting the appropriate manufacturing material, manufacturing the orthosis or splint, and fitting the orthosis or splint.
20. Explain the basic principles and concepts of home, school, and workplace ergonomics and their relationship to the prevention of illness and injury.
21. Recognize the clinical signs and symptoms of environmental stress.
22. Describe the clinical signs and symptoms of environmental stress.
23. Describe the physiological and psychological effects of physical activity and their impact on performance.
24. Describe personal health habits and their role in enhancing performance, preventing injury or illness, and maintaining a healthy lifestyle.
25. Describe the USDA's "My Pyramid" and explain how this can be used in performing a basic dietary analysis and creating a dietary plan for a patient.
26. Identify and describe primary national organizations responsible for public and professional nutritional information.
27. Explain energy and nutritional demands of specific activities and the nutritional demands placed on the patient.
28. Explain principles of nutrition as they relate to the dietary and nutritional needs of the patient (e.g., role of fluids, electrolytes, vitamins, minerals, carbohydrates, protein, fat, and others).
29. Explain the physiological processes and time factors involved in the digestion, absorption, and assimilation of food, fluids, and nutritional supplements. Further, relate these processes and time factors to the design and planning of preactivity and postactivity meals, meal content, scheduling, and the effect of other nonexercise stresses before activity.
30. Describe disordered eating and eating disorders (i.e., signs, symptoms, physical and psychological consequences, referral systems).
31. Describe signs, symptoms, and physiological effects of mineral deficiency (e.g., iron and calcium), and identify foods high in specific mineral content.
32. Identify and explain food label Daily Value recommendations and common food sources of essential vitamins and minerals in using current USDA Dietary Guidelines.
33. Identify the nutritional benefits and costs of popular dietary regimen for weight gain, weight loss, and performance enhancement.

Psychomotor Competencies

1. Instruct the patient how to properly perform fitness tests to assess his or her physical status and readiness for physical activity. Interpret the results of these tests according to requirements established by appropriate governing agencies and/or a physician. These tests should assess:
    a. Flexibility
    b. Strength
    c. Power
    d. Muscular endurance
    e. Agility

    f. Cardiovascular endurance
    g. Speed
2. Develop a fitness program appropriate to the patient's needs and selected activity or activities that meets the requirements established by the appropriate governing agency and/or physician for enhancing:
    a. Flexibility
    b. Strength
    c. Power
    d. Muscular endurance
    e. Agility
    f. Cardiovascular endurance
    g. Speed
3. Instruct a patient regarding fitness exercises and the use of weight training equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting techniques.
4. Select and fit appropriate standard protective equipment on the patient for safe participation in sport and/or physical activity. This includes, but is not limited to:
    a. Shoulder pads
    b. Helmet/headgear
    c. Footwear
    d. Mouth guard
    e. Prophylactic knee brace
    f. Prophylactic ankle brace
    g. Other equipment, as appropriate
5. Select, fabricate, and apply appropriate preventive taping and wrapping procedures, splints, braces, and other special protective devices. Procedures and devices should be consistent with sound anatomical and biomechanical principles.
6. Obtain, interpret, and make decisions regarding environmental data. This includes, but is not limited to:
    a. Operate a sling psychrometer and/or wet bulb globe index
    b. Formulate and implement a comprehensive, proactive emergency action plan specific to lightening safety
    c. Access local weather/environmental information
    d. Assess hydration status using weight charts, urine color charts, or specific gravity measurements
7. Assess body composition by validated techniques (e.g., skinfold calipers, bioelectric impedance, BMI, etc.) to assess a patient's health status and to monitor progress during a weight loss or weight gain program.
8. Calculate energy expenditure, caloric intake, and BMR.
9. Provide educational information about basic nutritional concepts, facts, needs, and food labels for settings associated with physically active individuals of a wide range of ages and needs.

Clinical Proficiency #1

Plan, implement, evaluate, and modify a fitness program specific to the physical status of the patient. This will include instructing the patient in proper performance of the activities and

the warning signs and symptoms of potential injury that may be sustained. Effective lines of communication shall be established to elicit and convey information about the patient's status and the prescribed program. While maintaining patient confidentiality, all aspects of the fitness program shall be documented using standardized record-keeping methods.

Clinical Proficiency #2

Select, apply, evaluate, and modify appropriate standard protective equipment and other custom devices for the patient in order to prevent and/or minimize the risk of injury to the head, torso, spine and extremities for safe participation in sport and/or physical activity. Effective lines of communication shall be established to elicit and convey information about the patient's situation and the importance of protective devices to prevent and/or minimize injury.

Clinical Proficiency #3

Demonstrate the ability to develop, implement, and communicate effective policies and procedures to allow safe and efficient physical activity in a variety of environmental conditions. This will include obtaining, interpreting, and recognizing potentially hazardous environmental conditions and making the appropriate recommendations for the patient and/or activity. Effective lines of communication shall be established with the patient, coaches, and/or appropriate officials to elicit and convey information about the potential hazard of the environmental condition and the importance of implementing appropriate strategies to prevent injury.

Clinical Proficiency #4

Demonstrate the ability to counsel a patient in proper nutrition. This may include providing basic nutritional information and/or an exercise and nutrition program for weight gain or weight loss. The student will demonstrate the ability to take measurements and figure calculations for a weight control plan (e.g., measurement of body composition and BMI, calculation of energy expenditure, caloric intake, and BMR). Armed with basic nutritional data, the student will demonstrate the ability to develop and implement a preparticipation meal and an appropriate exercise and nutritional plan for an active individual. The student will develop an active listening relationship to effectively communicate with the patient and, as appropriate, refer the patient to other medical professionals (physician, nutritionist, counselor or psychologist) as needed.

TOPICAL OUTLINE

Week	Format	Topic
Week #1	**Lecture 1** Aug. 25	1. Course Overview 2. Ch.1 – The Athletic Trainer and the Sports Medicine Team
	Lecture 2 Aug. 27	1. Ch. 4 – Training and Conditioning Techniques Homework: Paper #1 – Fitness Program
	Lab Activity Aug. 29	1. Lab Overview 2. What is an *Abstract* and how do you write one? 3. Sports Medicine Organizations 4. Fitness program development

Week #2	**Lecture 3** Sept. 1	**Labor Day Holiday**
	Sept. 2 - Last day to complete late registration.	
	Lecture 4 Sept. 3	1. Ch. 5 – Nutritional Considerations
	Lab Activity Sept. 5	1. Field Trip – Weight Room/University Fitness Center 2. Proper lifting/exercise techniques 3. Pre-participation Screening 4. Clinical Proficiencies: Anthropometric Measurement Techniques • Height • Weight • Blood pressure • Pulse • Body composition
Week #3	**Lecture 5** Sept. 8	1. Ch. 5 – Nutritional Considerations, continued
	Lecture 6 Sept. 10	1. Ch. 6 - Environmental Considerations **Clinical proficiencies #1 Due**
	Lab Activity Sept. 12	1. Energy Expenditure and caloric intake 2. Providing nutritional information 3. Clinical Proficiencies: Interpretation of Environmental Data • Sling Psychrometer • Wet Bulb Globe Index • Lightning • Weight charts
Week #4	**Lecture 7** Sept. 15	1. Ch. 9 – Mechanisms and Characteristics of Sports Trauma Assignment Due: Paper #1 – Fitness Program
	EXAM Sept. 17	***Exam I*** Chapters 1, 4, 5, 6 and 9
	Lab Activity ***EXAM*** Sept. 19	***Clinical Proficiency Demonstration I*** • **Training and Conditioning Techniques** • **Interpretation of Environmental Data** • **Anthropometric Measurement Techniques**
Week #5	**Lecture 8** Sept. 22	1. Ch. 7 – Protective Gear and Sports Equipment (Guest Speaker: David Ahouse) Homework: Paper #2 – Nutritional Considerations
	Lecture 9 Sept. 24	1. Ch. 7 – Protective Gear and Sports Equipment(cont.)

		2. Ch. 8 – Bandaging and Taping **Clinical proficiencies #2 Due**
	Lab Activity Sept. 26	1. Clinical Proficiencies: Standard Protective Equipment • Helmet and head gear • Shoulder pads • Footwear • Rib brace/guard • Mouthguard • Prophylactic ankle brace • Prophylactic knee brace
Week #6	**Lab Activity** Sept. 29	1. Clinical Proficiencies: Custom Protective Devices • Bony prominence pad • Muscle contusion pad • Soft playing cast • Hard cast • Friction pad • Checkrein device
	Lecture 10 Oct. 1	1. Ch. 10 – Tissue Response to Injury 2. Ch. 18 – The Foot
	Lecture 11 Oct. 3	1. Ch. 18 – The Foot (cont.)
Week #7	**Lab Activity** Oct. 6	1. Clinical Proficiencies: Preventative and protective taping, wrapping, splinting, and bracing devices for the foot and toes • Toe buddy taping • Turf toe taping • Arch taping 2. Review/Practice of Clinical Proficiencies
	Lecture 12 Oct. 8	1. Ch. 19 – The Ankle and Lower Leg Assignment Due: Paper #2 – Nutritional Considerations
	Lecture 13 Oct. 10	1. Ch. 19 – The Ankle and Lower Leg (cont.) **Clinical proficiencies #3 Due**

Week #8	**Lab Activity** Oct. 13	1. Clinical Proficiencies: Preventative and protective taping, wrapping, splinting, and bracing devices for the ankle and low leg • Ankle basket weave • Ankle open basket weave • Ankle elastic wrap
	Lab Activity Oct. 15	1. Clinical Proficiencies: Preventative and protective taping, wrapping, splinting, and bracing devices for the ankle and low leg cont. • Achilles taping • Shin taping • Low leg elastic wrap • Review for Exam II Homework: Paper #3 – Environmental Considerations
	EXAM Oct. 17	***Exam II*** Chapters 7, 8, 10, 18, and 19
	Oct. 17 - Deadline to drop a course with a DR grade	
Week #9	**Lab Activity Exam** Oct. 20	***Clinical Proficiency Demonstration II*** • **Protective equipment fitting** • **Ankle basket weave** • **Supportive taping techniques**
	Lecture 14 Oct. 22	1. Ch. 20 – The Knee and Related Structures
	Lecture 15 Oct. 24	1. Ch. 20 – The Knee and Related Structures (cont.) 2. Ch. 21 – The Thigh, Hip, Groin, and Pelvis
Week #10	**Lab Activity** Oct. 27	1. Clinical Proficiencies: Preventative and protective taping, wrapping, splinting, and bracing devices for the knee • McConnell's taping • Knee hyperextension taping Knee collateral sprain taping
	Lecture 16 Oct. 29	1. Ch. 21 – The Thigh, Hip, Groin, and Pelvis (cont.) **Clinical proficiencies #4 Due**
	Lecture 17 Oct. 31	1. Ch. 22 – The Shoulder Complex Assignment Due: Paper #3 – Environmental Considerations
Week #11	**Lab Activity** Nov. 3	1. Clinical Proficiencies: Preventative and protective taping, wrapping, splinting, and bracing devices for the hip and pelvis • Hip extensor spica • Hip flexor spica

		• Thigh Strain
	Lab Activity Nov. 5	1. Clinical Proficiencies: Preventative and protective taping, wrapping, splinting, and bracing devices for the shoulder complex • Shoulder sling and swathe • Shoulder spica
	Lecture 18 Nov. 7	1. Ch. 23 – The Elbow
Week #12	**Lecture 19** Nov. 10	1.Review for Exam III Homework: Paper #4 – Final Paper
	Lab Activity Nov. 12	1. Clinical Proficiencies: Preventative and protective taping, wrapping, splinting, and bracing devices for the elbow • Elbow hyperextension taping Review/Practice of Clinical Proficiencies
	Exam Nov. 14	***Exam III*** Chapters 20, 21, 22, and 23
	Nov. 14 – Deadline for faculty to review class rosters to ensure accuracy before grade roster	
Week #13	**Lab Activity** ***Exam*** Nov. 17	***Clinical Proficiency Demonstration III*** • **Knee and elbow taping** • **Shoulder protective wrapping and bracing** • **Hip protective wrapping and bracing**
	Lecture 20 Nov. 19	1. Ch. 25 – The Spine **Clinical proficiencies #5 Due**
	Lecture 21 Nov. 21	1. Ch. 24 – The Forearm, Wrist, Hand, and Fingers Assignment Due: Paper #4 – Final Paper
Week #14	**Lab Activity** Nov. 24	1. Clinical Proficiencies: Preventative and protective taping, wrapping, splinting, and bracing devices for the wrist, hand, and fingers • Wrist flexor strain taping • Wrist extensor strain taping • Wrist taping for gymnastics • Wrist elastic wrap
	Lab Activity Nov. 26	1. Clinical Proficiencies: Preventative and protective taping, wrapping, splinting, and bracing devices for the wrist, hand, and fingers (cont.) • Finger buddy taping • Thumb taping • Check-rein

		• Collateral sprain taping of the PIP joint 2. Clinical Proficiencies: Preventative and protective taping, wrapping, splinting, and bracing devices for the lumber and cervical spine • Lumbar spine elastic wrap • Cervical collar
	Nov. 27 & 28 – Thanksgiving Holiday (University Closed)	
Week #15	**Lecture 22** Dec.1	1. Ch. 11 – Psychosocial Intervention for Sports Injuries and Illnesses
	Lecture 23 Dec. 3	1. Review for Final Exam/Final Lab Practical
	Lecture 28 Dec. 5	1. Review for Final Lab Practical
Week #16	***Finals Exam***	Dec. 8-13 – Final Written Exam and Final Lab Practical
Dec. 17 – Deadline (by 11:59PM) for faculty to submit grades.		

*Lecture, Lab, and Examination schedules are tentative and modifications will be announced in class and/or posted on the class website. Special provisions are available for students who have special needs. Please notify the instructor for necessary accommodations.

TEACHING STRATEGIES

The course will be presented in traditional in-person lecture format with 3.0 contact hours per week constituting the lecture component where educational competencies will be introduced and evaluated. Separate sections will be scheduled for 3.0 contact hours per week constituting the laboratory setting where clinical proficiencies will be introduced and evaluated.

EVALUATION

Final grades will be based on:

3 Written Exams	30%
1 Final Exam	20%
3 Clinical Proficiency Demonstrations	20%
1 Final Lab Practical Exam	10%
4 Papers – Group Project	10%
Complete Clinical Proficiency Evaluations	5%
Learning Activities (Attendance/Homework)	5%

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

Attendance

Attendance for class in **mandatory**. A maximum of 10 points is earned when you come to class on time in the proper attire for the scheduled activities. Excused absences are worth 8 out of 10 points. To qualify for an excused absence you must notify the course instructor or the department secretary PRIOR TO THE TIME of the absence by voice mail message or email.

If you arrive within 5 minutes after class has started you will receive 5 out of 10 points. If you arrive 5 minutes after class has started you will receive 0 out of 10 points. If you come to class on a scheduled lab day and you fail to wear appropriate attire, you will receive 0 out of 10 points.

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.

Group Project

The group project will consist of 3-4 individuals in each group. Each group will pick a hypothetical athlete from a sport of their choosing. They will then write up a paper following the four various clinical proficiencies detailed earlier in the syllabus (fitness program, fitting and researching appropriate protective equipment, implementing a proper policies and procedures program, and nutrition). A thorough background and detailed explanation of each proficiency will be expected. Grades will be based on appropriate content, complete references and research, grammar, and overall quality of the paper.

Assignments

- Materials not physically handed to an instructor at the start of the class period are considered late. Softcopy assignments not received prior to **11:59pm** 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%

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/Lab Assistant (GA).

Quizzes

Announced and unannounced quizzes may be given at any time.

REQUIRED TEXTS

Prentice WE. *Arnheim's Principles of Athletic Training: A Competency-Based Approach, 13th ed.* McGraw-Hill Humanities/Social Science/Languages; 2009. ISBN: 978-0-07-352367-5

Beam, JW. *Orthopedic Taping, Wrapping, Bracing, and Padding.* F.A. Davis; 2006. ISBN: 978-0-8036-1212-9.

POLICIES

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 TRAINNIG EDUCATIN 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.