Scholarship in Athletic Training Practice (KINE 5344)

Instructor Information

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Faculty Profile: https://mentis.uta.edu/explore/profile/laura-kunkel
Office Hours: By appointment

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Course Information

Section Information:
KINE 5344-001 - Spring 2020

Time and Place of Class Meetings:
PEB 202 - Tuesdays 1:00-3:50 PM

Description of Course Content:
This course is designed to build off of the foundations of Literature and Research for the Athletic Trainer with further study of data collection and analysis as well as evidence-based practice principles. Students will be expected to complete a scholarship project related to athletic training practice. Prerequisite: KINE 5227.

Course Objective:
1. To provide professional master’s students in the Athletic Training Program (ATP) with the knowledge of how to be a consumer and producer of evidence based scholarship related to the physical and mental well-being of patients across the lifespan. Specific emphasis will be placed on understanding the role of scholarship in athletic training practice and on the completion of a patient rated outcome research project as designed in KINE 5227.

Student Learning Outcomes:
By the completion of this course, students will be able to:
1. Apply the procedures of evidence-based practice to create clinical questions, search for evidence and critically appraise research.
2. Apply evidence based principles to analyze, summarize, and interpret research writing.
3. Develop professional writing skills using the AMA editorial style for writing.
4. Plan and carry out an outcomes project that results in a scholarly product, abstract and poster.
5. Present the scholarly product to a group of peers and professors.
6. Understand basic statistical concepts including measurement, variables, classification of data, and organizing and displaying data.
7. Understand measures of central tendency, variability and normal distributions of data.
8. Understand how to choose the appropriate statistical analysis based on the types of data presented.
9. Understand common quantitative data analyses used in research including t-tests, correlation & regression, and analysis of variance.
10. Understand the use of confidence intervals, power analysis, sample size calculation and effect size in research.
11. Understand the use of statistics to assess psychometric properties of various scales and survey instruments.
**Required Textbooks and Other Course Materials:**
There will be no required textbook for this course; however, selected readings will be posted on the course Canvas page and students are expected to read prior to class. See the daily schedule for more details.

**Grading Information (subject to change)**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent Value</th>
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</thead>
<tbody>
<tr>
<td>Scholarly Abstract and Manuscript (Draft)</td>
<td>7.5%</td>
</tr>
<tr>
<td>Scholarly Abstract and Manuscript (Final)</td>
<td>12.5%</td>
</tr>
<tr>
<td>Rapidfire Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Scholarly Posters (Draft)</td>
<td>7.5%</td>
</tr>
<tr>
<td>Scholarly Posters (Final)</td>
<td>12.5%</td>
</tr>
<tr>
<td>Graduate Research Day Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A = 90%
- B = 80%
- C = 70%
- D = 60%
- F = <60%

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. An academic digression report will be completed if key assessments (quiz averages, tests, and practical exams) fall below a 75%. These academic digression reports will be filled out by instructor, reviewed with student, and filed with Program Director. Academic digressions are not meant to be punishment, but are to make the student aware of academic shortfalls in the AT Program.

**Grade Grievances**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see Graduate Grading Policies. For student complaints, see Student Complaints.

**Submission of Course Materials**

Any course work submitted during class time or another course’s scheduled time will result in the grade of a zero for that assignment, quiz, etc. Doing class work in other courses is unacceptable.

All course materials should be completed independently unless indicated as a group assignment by the course instructors. Any suspected collusion or cheating on a course requirement will be reported to the Office of Student Conduct for review, which may be accompanied by a grade change and/or disciplinary actions.

Late submissions – All course materials that are submitted past the designated due dates/times will receive a 20% deduction from the associated grade for each day late.

**Overall Class Expectations**

Each student is expected to prepare for class by reading book material prior to class.

**In-Class Participation**

Students are expected to participate in all aspects of class.

**Closing the loop is essential after class to maximize your learning experience.** Each student is expected to review material presented and come prepared to ask questions or “go deeper” with material.

**Expectations for Out-of-Class Study**

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.
Course Policies

**Cell Phones and Other Technology:** The use of cell phones and text messaging are strictly forbidden during class time, except when their use is part of a learning activity. The use of cell phones and other disruptive behaviors may result in dismissal from the class, resulting in an unexcused absence. Technology use in the classroom must be for the sole purpose of enhancing the teaching and learning process. Laptops used for taking notes and iPods used to record class discussions are examples of technology that would be appropriate to use during class. Cell phones used for talking and texting during class are examples of inappropriate use of technology during class time.

**Professionalism:** Professionalism includes the following: punctuality, no cell phone use, and appropriate communications (e.g. e-mail, phone, etc.). Students should arrive before class begins and leave only after the instructor has dismissed the class. Cell phones should be turned off and put away during the entirety of class, except in cases in which they are being used for learning activities. Appropriate communications (e-mail, phone, etc.) include using salutations and appropriate grammar, language, and tone in e-mail and personal communications.

**Proper terminology** – Using proper athletic training terminology helps eliminate confusion or inconsistencies when explaining the AT’s role in health care. It is important for students to develop a habit of using proper terminology, therefore students are expected to do so when speaking and writing about athletic training. The use of “trainer”, “training room”, or similar phrases in course work will not be accepted and will result in a 1-point deduction on the assignment for each. Shortening “athletic trainer” to AT is acceptable. Refer to the NATA for proper athletic training terminology.

**MSAT Retention Criteria**

MSAT students’ academic and clinical progress will be closely monitored each semester. In order to remain in the MSAT program, students must:

1. Maintain a cumulative GPA of 3.0 or higher.
2. Maintain a 3.0 GPA or higher in athletic training core courses.
3. Students may not earn a “C” grade or lower in any required course containing AT education competencies. Students who earn a grade of “C” or lower in any required course must meet with their academic advisor and petition to continue in the MSAT Program.
   a. Any student who fails to meet the retention criteria will be placed on probation in the MSAT program. If standards are not met by the end of the probationary period, the student will be dismissed from the program.
   b. If allowed to repeat a course, the student must earn a grade of B or higher in order to remain in the program. Students will not be allowed to continue in the program until the course is repeated with a grade of a B or higher. For example, if a student earns a “C” in a course only offered in the fall semester, he/she must wait until the course is offered again (the next fall) before proceeding in the program.
   c. Failure to repeat the course, or earn a grade of “B” or better, will result in dismissal from the program.
   d. Students who do not gain good academic standing with the program in the semester following completion of the probation semester will be academically dismissed.
   e. A student who has been dismissed for failure to maintain a GPA 3.0 may petition the AT Faculty Committee to continue in the program. See section below concerning petitions*.
4. Adhere to professionalism standards and documents cited in the MSAT Policies and Procedures Manual including but not limited to: the university’s academic integrity policies, the NATA Code of Ethics, the BOC’s Standards of Practice, course syllabi, to the MSAT Policies and Procedures Manual, and to policies/regulations established at each assigned clinical site. Students with three professional conduct/digression reports may be suspended or dismissed from the program. If students have a history of professional conduct or behavior issues, with a written record of conduct warning or digression reports, and earn a “C” in a course, the student will be required to meet with the faculty to determine if the student can continue.
   a. For minor professionalism infractions, the faculty/staff/preceptor will complete “Student Conduct Warning” form. If a student obtains 3 of these, he/she will be dismissed from the program (3 strike and you’re out rule).
   b. For major professionalism offenses (serious offenses such as a confidentiality breach, etc.) a Student Conduct Digression Report will be completed the student may be dismissed from the program depending on the nature of the offense. The Athletic Training Program faculty committee will make the determination on whether or not the student can repeat the course and continue in the program.
*Petitions to Continue in the MSAT Program*

Students who wish to submit a petition to continue in the MSAT Program must meet with their Academic Advisor. During that meeting, students should be prepared to discuss how/why plans to regain good academic standing during the probation semester were not successful and develop a specific plan for improvement. The student is responsible for submitting the petition to the MSAT program director.

The student’s petition to continue in the MSAT program will be reviewed by the Athletic Training faculty committee. If the committee agrees to approve the student’s petition to continue, the Academic Advisor will work with the student to review/revise the student’s degree plan and assist with clearing the student for enrollment.

**Academic Integrity**

**Academic Integrity and Scholastic Dishonesty**

The University of Texas at Arlington strives to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and responsibility. Furthermore, it is the policy of the University to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic/non-academic misconduct.

**What is Academic Integrity?**

Academic integrity is defined as being in firm adherence to a code or standard of values. It is a commitment on the part of the students, faculty and staff, even in the face of adversity, to five fundamental values:

- Honesty
- Truth
- Fairness
- Respect
- Responsibility

"From these values flow principles of behavior that enable academic communities to translate ideals into action" (The Center for Academic Integrity, 1999). Unfortunately, when these ideals are not translated to each and every one in the academic community, academic dishonesty is inevitable.

**What Constitutes Scholastic Dishonesty?**

Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects.

**Cheating**

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

**Plagiarism**

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

**Collusion**

- Without authorization, collaborating with another when preparing an assignment

**University of Texas at Arlington Honor Code**

“I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or that I contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.”

Source: [http://www.uta.edu/conduct/academic-integrity/](http://www.uta.edu/conduct/academic-integrity/)

The Athletic Training Program take academic integrity very seriously. Any student who is found to have participated in scholastic dishonesty as defined above will receive an automatic zero on the assignment, written exam, practical exam or quiz and will be reported to UTA Office of Student Conduct. In addition, no make-ups of the work will be allowed.
## Tentative Course Schedule (Subject to Change)

*As the instructors of this course, we reserve the right to adjust the schedule in any way that serves the educational needs of the students enrolled*

-Dr. Laura Kunkel and Dr. Cindy Trowbridge

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CLASS PREP</th>
<th>DUE</th>
</tr>
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<tbody>
<tr>
<td>1/21</td>
<td>Course overview and expectations</td>
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<tr>
<td></td>
<td>Intro to Scholarship in AT Practice</td>
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<tr>
<td></td>
<td>Reading/Writing an Introduction</td>
<td></td>
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<tr>
<td>1/28</td>
<td>Reading/Writing the Methods &amp; Results</td>
<td>Canvas posted readings</td>
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<tr>
<td>2/4</td>
<td>Reading/Writing Discussion &amp; Clinical Implications</td>
<td>Canvas posted readings</td>
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<tr>
<td>2/11</td>
<td>Immersion</td>
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<td>On-line Assignment</td>
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<tr>
<td>2/18</td>
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<td>2/25</td>
<td>Immersion</td>
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<tr>
<td>3/3</td>
<td>Immersion</td>
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<td>On-line Assignment</td>
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<tr>
<td>3/10</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>3/17</td>
<td>Immersion</td>
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<td>3/24</td>
<td>Immersion</td>
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<td>3/31</td>
<td>Introduction to Statistics</td>
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<td></td>
<td>Descriptive Data: Central Tendency &amp; Variation</td>
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<td>4/7</td>
<td>T-Tests for Differences Between Two Means</td>
<td>Canvas posted readings</td>
<td>Intro to Stats Assignment</td>
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<td>Abstract draft - 4/10</td>
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<tr>
<td>4/14</td>
<td>Analysis of Variance</td>
<td>Canvas posted readings</td>
<td>T-Tests Assignment</td>
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<td>4/21</td>
<td>Correlation &amp; Regression</td>
<td>Canvas posted readings</td>
<td>Analysis of Variance Assignment</td>
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<td>Data Analysis Workshop</td>
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<td>Final Abstract - 11:59pm</td>
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<tr>
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<td>Poster draft - 4/24</td>
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<tr>
<td>4/28</td>
<td>Poster Workshop</td>
<td>Canvas posted guidelines</td>
<td>Correlation/Regression Assignment</td>
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<td>Final Poster – 11:59pm</td>
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<td></td>
<td>Manuscript Draft – 5/1</td>
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<tr>
<td>5/5</td>
<td>Rapidfire Presentations</td>
<td>Canvas posted guidelines</td>
<td>In-class Presentations</td>
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<td>5/8</td>
<td>Kinesiology Research Day</td>
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<td>Present Poster</td>
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<td>5/14</td>
<td><strong>Final Exam - THURSDAY</strong></td>
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<td></td>
<td>9 AM - 11:00 AM</td>
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<td><strong>Final Manuscript – Due Thursday 5/1</strong></td>
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</table>
Course Requirements

Quizzes
Quizzes will be offered in-class (announced or unannounced) as well as over Canvas during Immersion. Quizzes will be on material covered or readings assigned. Missed quizzes can only be made up if arrangements are made with instructor. All missed quizzes must be made up within one week of original due date. If you are late on an in-class quiz day, you will have the time remaining after your arrival to take the quiz.

Final Exam
One exam will be administered. No make-up examinations will be given, unless the absence is excused and communicated prior to the scheduled exam. An unexcused absence or failure to communicate prior to the scheduled exam will result in a grade of zero. Late arrival to the exam will also result in a grade of zero.

Assignments
Several assignments will be assigned throughout the semester. Assignments will provide students the opportunity to practice their skills related to professional writing and statistical analysis.

Scholarly Research Product
Students will develop a scholarship of application/practice product including a Research Poster and a Manuscript that integrates the outcomes evidence gathered at their clinical site. Please see below for a description and examples. Additional instructions and examples for Research Poster and Manuscript will be provided on the course Canvas page. The research poster and manuscript will include 8 sections as described by Clinical Practice in Athletic Training Journal (http://clinat.indstate.edu/index.php/clinat/outcomes): Abstract, Patients, Intervention, Outcome Measures, Results, Discussion, Clinical Applications and References (using AMA format). See Due Dates on Course Schedule.

<table>
<thead>
<tr>
<th>Type of Scholarship</th>
<th>Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of Application/ Practice</td>
<td>Outcomes Data Manuscript Examples</td>
</tr>
<tr>
<td>Applies findings generated through the scholarship of integration or discovery to solve real problems in the profession</td>
<td></td>
</tr>
</tbody>
</table>

Rapidfire Presentation
Rapidfire poster and oral presentation sessions are designed to allow for a succinct overview of research findings. Each Rapidfire oral session is scheduled to allow 4-5 minutes individual presentations with use of visual media (no more than 3 Power point slides).

- Your poster will be hanged and for the first 30 minutes of class, attendees will socialize and review poster material. You are not standing by your poster but traveling the room to see others research.
- Next, you will provide your 4-5 minutes oral presentation as scheduled.
  - Your presentation should provide a succinct overview of how your study was conducted and what was found (i.e., a brief review of your study methods and results). This can include a slide describing your purpose, methods, a slide with results, and a slide with conclusions/clinical implications.
  - Practice delivery of your presentation in order to insure correct timing. Speaking too rapidly or reading your presentation slides can lessen the impact of your presentation. The intention of a Rapidfire oral session is to provide overview of the most important research finding within your research. The intention is to speak succinctly.
  - Avoid overly “busy” slides that have a lot of wording. Make use of images, graphics, video and other forms of media to demonstrate and explain important aspects of your study.
  - After all the Rapidfire oral presentations are complete in a section, the presenting authors will all return to the front of the room and serve as a panel for a group discussion. The course instructors will lead the panel discussion, encouraging questions from the audience to facilitate a group discussion about the specific topic area of that section.
UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructors of this course, we expect students to be in attendance for each class meeting. The course attendance policy is provided below. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Attendance Policy: There is a relationship between attendance and grades. Class attendance is expected except in the case of an excused absence. An excused absence is one in which the instructor is notified in advance of class through e-mail with a reason for the absence, and the instructor approves the absence as excused. Examples of absences that would be excused are a funeral for an immediate family member, a medical emergency in the immediate family, or personal illness or medical emergency (written proof of illness by the treating healthcare provider is required). In the case of an excused absence, the student is responsible for obtaining work missed in class, and every effort possible should be made to complete in-class assessments (i.e. quizzes) prior to the absence.

From time to time a student may be given the opportunity to travel with a team as part of their clinical experience. Team travel is a privilege that is earned through hard work and professionalism, and provides a valuable learning experience for students. Upon advanced notification, the instructor may approve absences for team travel when appropriate, however students must make up work ahead of time.

A student’s grade will be dropped by one letter grade if they have two or more unexcused absences. Unexcused absences are those absences that do not fall within the description of an excused absence (above). Being late to class is also unacceptable. If a student is late to class more than once, the second late arrival will equal one unexcused absence and will be recorded by the instructor at each class. Each late arrival after the second will continue to count as an unexcused absence. Chronic tardiness or absences are evidence that the student is not ready to become a professional (or to graduate).

Emergency Exit Procedures: Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located in the hallway leading to PEB 202. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students should also subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at Emergency Communication System.
Student Success Programs: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza (libraries.uta.edu/services/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.

Librarian to Contact:
Peace Ossom-Williamson. Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Peace Ossom-Williamson, 817-272-6208, peace@uta.edu
Athletic Training library guide: https://libguides.uta.edu/athletictraining/home

Research or General Library Help
Ask for Help
- Academic Plaza Consultation Services (libraries.uta.edu/services/academic-plaza)
- Ask Us (ask.uta.edu)
- Research HELP (https://libguides.uta.edu/researchcentral)

Resources
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (libraries.uta.edu/research/librarians)
- A to Z List of Library Databases (libguides.uta.edu/az.php)
- Course Reserves (https://uta.summon.serialssolutions.com/#/course_reserves)
- Study Room Reservations (openroom.uta.edu)

Emergency Phone Numbers
- In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381
Stop. Think. Protect Yourself. You Have Choices.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

<table>
<thead>
<tr>
<th>YOUR OPTIONS TO AN ACTIVE</th>
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<tbody>
<tr>
<td>You Have Choices!</td>
</tr>
</tbody>
</table>

**AVOID**

- AVOID the situation. Stay away from the area and campus.
- If you can safely leave the area, RUN.
- Get others to leave the area, if possible.
- Prevent others from entering the area.

- Know your exit and escape options.
- If in a parking lot, get to your car and leave.
- If in an unaffected area, stay where you are.
- When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have.

**DENY**

If you can’t leave the area safely, DENY or slow entry to the intruder:

- Lock/barricade doors with heavy items.
- Turn off lights/projectors/equipment.
- Close blinds and block windows.
- Stay away from doors and windows.

- Silence phones and remain quiet. Don’t let your phone give you away.
- HIDE and take cover to protect yourself.
- Be prepared to run or defend yourself.

**DEFEND**

If you can’t AVOID or DENY entry to the intruder, DEFEND your location:

- As a last resort, FIGHT for your life.
- Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.

- Use the element of surprise.
- Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.
- Be aggressive, loud, and determined in your actions.

Follow ALL instructions.

For more information, go to: [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)

**THE UNIVERSITY OF TEXAS AT ARLINGTON**

Additional information for active threat and other emergency situations can be found through [https://police.uta.edu/emergency-management](https://police.uta.edu/emergency-management).