Foundations of Orthopedic Assessment and Therapeutic Interventions  
(KINE 5230)

Instructor Information
Name: Laura Kunkel, EdD, LAT, ATC, PES  
Office: PEB 112 E  
Phone: 817-272-6874  
Email: laura.kunkel2@uta.edu  
Faculty Profile: https://mentis.uta.edu/explore/profile/laura-kunkel  
Office Hours: Fridays 9am on Microsoft Teams Channel for KINE 5230 or By Appt

Name: Cindy Trowbridge, PhD, LAT, ATC, CSCS  
Office: PEB 112 D  
Phone: 817-272-3134  
Email: ctrowbridge@uta.edu  
Faculty Profile: https://mentis.uta.edu/explore/profile/dr-cynthia-trowbridge  
Office Hours: Fridays 9am on Microsoft Teams Channel for KINE 5230 or By Appt

Course Information

Section Information:  
KINE 5230-001 - Summer 2020

Time and Place of Class Meetings:  
Virtual course meetings using Canvas and Microsoft Team Channel to deliver content. Learning will be asynchronous and synchronous throughout the course.  
  • Course content will be posted beginning Monday of each week. The course week is defined as Monday – Sunday.

Description of Course Content:  
This course is designed to provide the entry level athletic training student with classroom and laboratory experiences to develop fundamental skills in orthopedic injury assessment and an understanding of the theory and the basic principles of therapeutic interventions including planning, implementing, documenting, and evaluating intervention programs for the rehabilitation and reconditioning of injuries and illnesses of those involved with physical activity. Prerequisite: Admission to MSAT Program

Course Objectives:  
1. Introduce students to the processes and tools of patient-centered and clinician-centered approaches to orthopedic assessment and therapeutic interventions.  
2. Provide students the opportunity to use active learning, critical thinking and problem solving to understand the processes of an orthopedic injury assessment and therapeutic intervention planning.

Student Learning Outcomes:  
By the completion of this course, students will be able to:  
1. Use both patient-centered and clinician-centered approaches to obtaining a medical history in order to use the information obtained as part of the needs analysis and goal setting for therapeutic intervention planning.  
2. Appropriately document an injury evaluation as well as rehabilitation/treatment progress note in the form of a SOAP note in order to communicate effectively with administrators and other health care professionals.  
3. Employ medical terminology related to injury pathology in order to communicate effectively with other health care professionals.  
4. Identify comorbidities and patients with complex medical conditions in order to determine an appropriate care plan.  
5. Use the International Classification of Functioning, Disability, and Health (ICF) in order to determine a patient’s level of disability and create goals for a therapeutic intervention program.  
6. Recognize indications for a variety of laboratory-based musculoskeletal diagnostic techniques and conditions they identify in order to make appropriate referrals for diagnostic testing.
7. Apply and interpret findings from physical examination procedures, including inspection/observation, assessment of joint motion, and neurological screening in order to develop a differential diagnosis and design a therapeutic intervention program based on patient needs.

8. Recognize common signs and symptoms associated with a variety of injury types in order to develop a differential diagnosis.

9. Recognize the importance of using evidence to support choices for therapeutic interventions and learn how to find and use recent evidence or data to effectively problem solve and make informed decisions.

10. Use clinical decision rules/clinical prediction rules, clinical practice guidelines, and outcome measures in order to improve clinical practice.

11. Understand the terminology, principles, and basic concepts of tissue healing, pain, therapeutic phases including return to sport/work, and passive and active interventions designed to address goals of a musculoskeletal rehabilitation program.

12. Use common methods of communication and engagement to Assess-Develop-Implement-Evaluate (Plan-Do-Check-Act) therapeutic plans for quality improvement designed to improve therapeutic intervention efficiency, effectiveness, accountability, and patient centered outcomes.

Required Textbooks and Other Course Materials:


CAATE Standards

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<tr>
<th>CAATE Standards</th>
<th>58</th>
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<th>62</th>
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Grading Information (subject to change)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent Value</th>
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<tbody>
<tr>
<td>Exams</td>
<td>50%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Assignments</td>
<td>20%</td>
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<tr>
<td>Presentations</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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 – No late submissions will be accepted, unless arranged in advance with the instructor.

Incomplete Assignments or Submissions – It is expected that all assignments are completed according to the instructions. Failure to complete the assignment according to the instructions, will result in the grade of a zero for that assignment. Note: For assignments with multiple sections or for assignments graded with a rubric, the instructor will determine if the submission is worthy of partial or no credit.

Complete/Incomplete Assignments – At the discretion of the instructor, certain assignments may be graded using the Complete/Incomplete grading system. Assignments submitted on time and in accordance with the assignment instructions, will be given a Complete grade. Those assignments which do not meet these standards, unless otherwise discussed with the instructor, will be given an Incomplete grade. No partial credit will be awarded.

Early submission for instructor feedback – Students are encouraged to communicate with the instructor regarding general feedback on assignments prior to the due date. The decision whether to provide feedback is at the instructor’s discretion. Any student wishing to submit an assignment for review, must first seek permission to do so from the instructor and second, submit the draft via email or Teams chat, no later than 7 days prior to the due date. Assignments spanning the entire semester may be submitted twice (2) for review, with a minimal of 30 days between submission. Smaller assignments may be submitted only once.

Expectations for Class Study in an Online Environment
A general rule of thumb is that for every credit hour earned, a student should spend 2-3 hours per week working outside of class for classes which meet face-to-face. Hence, a 2-credit course might have a minimum expectation of 4-6 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.

In an online environment, the same principle holds true. For every 1 credit hour of direct contact, a student might have a minimum expectation of 2-3 hours per week of indirect content. For the purposes of this class, direct content is defined as reviewing posted videos, articles, external resources, ppts, discussion boards, attending guest presentation, live sessions, etc. Indirect contact includes reading assignments, completion of class assignments, preparing for exam/quiz, etc.

Student Expectations in an Online Environment
- Be involved and active in your course.
- Be highly motivated and disciplined.
- Check the course homepage, calendar and assignment page, the course syllabus, your UTA email, the course discussion board, and Microsoft Teams several times a week.
- Post the required comments and responses to the discussion board for your course.
- Keep up with your assignments and online quizzes/exams (as applicable) and manage your time well. These quizzes test your knowledge and comprehension of the new content.
- Participate actively in class discussions.
- Practice "Netiquette" (http://www.albion.com/netiquette/corerules.html) in discussion board postings and emails. Be polite and respectful. Use good grammar and correct spelling. Don't write in all caps (it feels like you're shouting) and sign your name.
- Meet the course deadlines. The courses are not self-paced.
- Be honest and original. Plagiarism will not be tolerated in any online course. View the Plagiarism Policy.

The Do’s and Don’ts for success:
- Do set aside a specific time during the day for this course--the best time that fits your schedule.
- Use this time for preparation and for participation (reading, studying, posting messages, completing assignments, taking quizzes).
- Do check in and contribute to the class several times a week. By doing this you will keep engaged, on-track, and moving steadily toward your goal!
- Do remember there are people here to help you to be successful in online learning.
• Don't put off the work! You need to keep up so you can more effectively participate in group and class discussions.
• Don't be afraid to ask questions. There are probably several others who are wondering the same thing

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.
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/

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>WEEK</th>
<th>DATES</th>
<th>TOPIC</th>
<th>READING MATERIAL</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>6/8-6/14</td>
<td>Syllabus and Class Procedures/Expectations</td>
<td>Starkey CH 1 Canvas Postings</td>
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<td>Patient Centered Care</td>
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<td>Introduction to Injury Examination</td>
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<tr>
<td>Week 2</td>
<td>6/15-6/21</td>
<td>The Injury Examination Process Quiz</td>
<td>Starkey CH 1 Canvas Postings</td>
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<tr>
<td></td>
<td>Monday, 6/22</td>
<td>Exam #1 9:00-11:00am</td>
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<tr>
<td>Week 3</td>
<td>6/22-6/28</td>
<td>Injury Pathology Nomenclature</td>
<td>Starkey CH 5 Canvas Postings</td>
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<td>Musculoskeletal Diagnostic Techniques</td>
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<tr>
<td>Week 4</td>
<td>6/29-7/5</td>
<td>EBP and Diagnosis</td>
<td>Prentice CH 16 Canvas Postings</td>
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<td>Foundations of Therapeutic Interventions</td>
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<tr>
<td></td>
<td>Monday, 7/6</td>
<td>Exam #2 9:00-11:00am</td>
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<tr>
<td>Week 5</td>
<td>7/6-7/12</td>
<td>Building Blocks of Rehabilitation and using Evidence to support interventions</td>
<td>Prentice CH 16 Canvas Postings</td>
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<td></td>
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<td>Problem Solving</td>
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<td>Goal Setting</td>
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<td>Therapeutic Record Keeping (SOAP rehabilitation note)</td>
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<td>Quiz</td>
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<tr>
<td>Week 6</td>
<td>7/13-7/19</td>
<td>Tissue Healing</td>
<td>Prentice CH 10 Canvas Postings</td>
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<td>Connective Tissue</td>
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<td>Effects of Immobilization</td>
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<td>Physiology and Principles of Range of Motion Restoration</td>
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<td>Quiz</td>
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<td>Monday, 7/20</td>
<td>Exam #3 9:00-11:00am</td>
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<td>Week 7</td>
<td>7/20-7/26</td>
<td>Introduction to Pain Assessment (PRO scales)</td>
<td>Prentice CH 10 Prentice CH 4</td>
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<td>Pain theories</td>
<td>Canvas Postings</td>
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<td>Cardiovascular Training within Rehabilitation Continuum</td>
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<td>Quiz</td>
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<td>7/27-8/2</td>
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<td>OSCE Date/Time TBD</td>
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<td>Week 9</td>
<td>8/3-8/9</td>
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<tr>
<td>Week 10</td>
<td>8/10-8/16</td>
<td>CLINICAL IMMERSION</td>
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<td>Week 11</td>
<td>8/17-8/18</td>
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Course Requirements

Exams

There will be four exams. Exam #4 will include a comprehensive assessment of Units 1-3. **The four (4) exams will be offered via Canvas using Respondus Lockdown Browser and Monitor.** Exams will be multifaceted with recall, application, and analysis questions framed with multiple choice/answer, matching, ordering, short answer, and problem-solving questions. Use your notes, textbooks, readings, and assignments to prepare yourself for the exams. **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.**

There will also be one **Objective Structured Clinical Exam (OSCE)** at the end of the term. OSCEs are used in colleges of medicine and other healthcare professions to assess competency in an objective way by using several “stations”. Each station will provide you a different scenario designed to test a range of competencies. In this course, students will have a 2-station OSCE in which they will conduct a patient history with a standardized patient and will demonstrate a neurological exam on a model. The OSCE will be completed virtually with the use of technology.

Quizzes

Quizzes will be offered on material covered in the weekly modules and assigned readings. **No make-up quizzes will be given,** unless the absence is excused and communicated prior to the scheduled quiz. An unexcused absence or failure to communicate prior to the scheduled quiz will result in a grade of **zero.**

Assignments

Several assignments will be given throughout the semester including discussions, individual and group work. Assignments will provide students the opportunity to use class material to prepare for their future roles as ATs and will allow students to practice their skills related to professional writing and presentation. Detailed instructions and rubrics will be provided, and students are expected to follow guidelines in order to receive credit for assignments.

Presentations

Presentations are designed for students to focus on evidence related to readings and course material. Typically, a clinical question will be assigned to an individual or teams of people with the goal of providing a clinical recommendation for practice. The presentations may focus on one research article or other reading or you may be asked to use several articles. These presentations will use the skills you are learning in KINE 5120 related to evidence-based practice. Students will give a PowerPoint presentation over Canvas or Microsoft Teams and it will be recorded. Grades for presentation will be assigned based on rubric that focuses on content and quality of presentation. Specific examples will be provided for assistance.

Institution Information

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](http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) page 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](https://www.uta.edu/mavalert).

**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](https://www.uta.edu/ideas/411libr) (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](https://www.uta.edu/writingcenter) for detailed information on all our programs and services.

The Library’s 2nd floor [Academic Plaza](https://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.

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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

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