

**ATTR 3370 – PREVENTION & CARE OF ATHLETIC INJURIES**  
**FALL 2017**

*ATTR 3370 is a required course for the Bachelor of Science in Athletic Training Program.*  
*ATTR 3370 is a restricted elective for the Bachelor of Science in Kinesiology.*

**College of Health Sciences**  
**Department of Kinesiology**

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**Text/Readings:** Prentice, W. E. (2014). *Principles of Athletic Training: A Competency-Based Approach* (15<sup>th</sup> ed.). McGraw-Hill, ISBN: 0078022649

Casa, D. J., DeMartini, J. K., Bergeron, M. F., et al. (2015). National Athletic Trainers' Association position statement: exertional heat illnesses. *Journal of Athletic Training*, 50(9), 986-1000.

Casa, D. J., et al. (2012). "National athletic trainers' association position statement: preventing sudden death in sports." *J Athl Train* 47(1): 96-118.

Broglia, Steven P., et al. "National Athletic Trainers' Association position statement: management of sport concussion." *Journal of athletic training* 49.2 (2014): 245.

**Course Description:** This course includes instruction and laboratory work in the care and prevention of injuries. It is designed to meet the needs of the athletic coach and physical education teacher. Prerequisite: None. Credit 3.

**This course meets from 9:30am – 10:50pm Tuesday & Thursday in HKC 00247**  
**(August 23 – December 7, 2017)**

**Athletic Training Competencies (CAATE 5<sup>th</sup> ed):**

<b>Objectives/Learning Outcomes</b> <b>Upon completion of this course, the student will be able to:</b>	<b>Activities (* indicates hands-on laboratory experience)</b>	<b>Performance Assessment</b>	<b>Standards:</b> • <b>CAATE Competencies</b>
Appraise current evidence in professional decision making towards the care and prevention of injuries.	Classroom Discussion/Lecture	Mid-Term Exam  Discussion Board  CAT Paper	<b>EBP1, EBP-2, EBP-3, EBP-4, EBP-5, EBP-6, EBP-7, EBP-8</b>
Explain common mechanisms of injury related to tissue damage, and the tissue response to injury, and communicate effectively with appropriate personnel potentially dangerous conditions.	Chapter Readings Classroom Discussion/Lecture  Application Activity	Mid-Term Exam  Discussion Board	<b>TI-1, PHP-18</b>

Identify psychosocial considerations which must be considered when making professional decisions as to practice patient-centered/client-centered approaches.	Chapter Reading Classroom Discussion/Lecture  Application Activity	Mid-Term Exam  Discussion Board	<i>PS-3, PS-4, PS-6, PS-10, PS-11</i>
Demonstrate the ability obtain vital signs and differentiate between normal and abnormal physical findings such as pulse, blood pressure, respiration, pulse oximetry, pain, and temperature.	Chapter Reading Classroom Discussion/Lecture  Vital Signs Lab*  Application Activity	Mid-Term Exam  Vital Signs Lab Write-Up	<i>AC-6, AC-7, AC-18, AC-28</i>
Explain and demonstrate the indications and guidelines for acute care including equipment removal, maintenance of the airway, external hemorrhage, shock, anaphylaxis, and stabilization of an injured body part including appropriate transportation and/or ambulatory aid.	Chapter Reading Classroom Discussion/Lecture  Emergency Care Lab* Application Activity	Mid-Term Exam  Emergency Care Lab Write-Up	<i>AC-8, AC-9, AC-19, AC-20, AC-21, AC-22, AC-23, AC-37, AC-35, AC-36, AC-38, AC-39</i>
Identify signs and symptoms (including the role of core body temperature in differentiating between different illnesses), interventions (including rapid body cooling), and return to participation criteria for various heat illnesses.	Chapter Readings Assigned Position Statement Readings Classroom Discussion/Lecture  Application Activity	Mid-Term Exam  Discussion Board	<i>AC-27, AC-28, AC-30, AC-36</i>
Identify the signs and symptoms, interventions, and return to participation criteria of brain injuries and spinal trauma.	Chapter Readings Assigned Position Statement Readings Classroom Discussion/Lecture Application Activity	Mid-Term Exam  Discussion Board	<i>AC-34, AC-35, AC-36</i>
Describe common therapeutic interventions, and their influence on tissues throughout healing.	Chapter Readings Classroom Discussion/Lecture  Application Activity	Mid-Term Exam  Discussion Board	<i>TI-1, TI-2, TI-3, TI-4, TI-5, TI-9</i>
Explain federal, state, local laws and regulations for the proper storage, disposal, transportation, administration, dispensing, and documentation associated with medications commonly used in sport and exercise settings.	Chapter Readings Classroom Discussion/Lecture  Application Activity	Mid-Term Exam  Discussion Board	<i>T-21</i>
Describe routes of administration, drug categories, and desired	Chapter Readings Classroom Discussion/Lecture	Mid-Term Exam  Discussion Board	<i>TI-27, TI-29, TI-30</i>

outcomes for medications commonly used to treat asthma, infections, GERD, allergies, pain, inflammation, and the common cold.	Application Activity		
Identify the mechanism, signs and symptoms, interventions, and return to participation considerations for common injuries to the Lower Extremity	Chapter Readings Classroom Discussion/Lecture Problem-Based Learning Group Sessions  Application Activity	Final Exam  PBL Learning Assignments  Discussion Board	<i>CE-1, CE-2, CE-3, CE-4, CE-5, CE-6, CE-7, PHP-19</i>
Identify the mechanism, signs and symptoms, interventions, and return to participation considerations for common injuries to the Upper Extremity	Chapter Readings Classroom Discussion/Lecture  Problem-Based Learning Group Sessions	Final Exam  PBL Learning Assignments  Discussion Board	<i>CE-1, CE-2, CE-3, CE-4, CE-5, CE-6, CE-7, PHP-19</i>
Collaborate with peers to predict possible patient conditions based on given evaluative findings as it relates to injury.	Problem-Based Learning Group Sessions	PBL Learning Assignments	

Web address for *CAATE standards*: <http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>

### Course Format:

The content of this course is delivered in a traditional classroom setting, with Blackboard serving as an ancillary resource. In addition, course concepts are learned through self-study, classroom discussions, laboratory activities, group collaboration and practical application assignments. Evaluation consists of professor assessments of examinations, quizzes, and assignments.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

#### Essential:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

#### Important:

1. Learning to *apply* course material (to improve thinking, problem solving, and decisions).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

### Additional Learning Resources:

SHSU Kinesiology and Sport Research Guide: <http://shsulibraryguides.org/c.php?g=86719&p=558840>

Pub Med: <http://www.ncbi.nlm.nih.gov/pubmed/>

Cochrane Library: <http://www.cochranelibrary.com/>

PEDro: <http://www.pedro.org.au/>

Google Scholar: <http://scholar.google.com/>

National Athletic Trainers' Association: <http://www.nata.org>

**Course Content (Tentative Course Schedule):**

<b>Date</b>	<b>Topics/Content</b>	<b>Assigned Readings</b>	<b>Assignments Due</b>
8/24/2017	Course Overview, Assignment Introduction; PBL Set #1a Handed Out		
8/29/2017	Mechanisms and Characteristics of Musculoskeletal and Nerve Injury	Prentice Chapter 9	<b>Personal Bio Unit Summary #1</b>
8/31/2017	Tissue Response to Injury and Phases of Healing	Prentice Chapter 10	<b>Preliminary PBL #1 Report Unit Summary #2</b>
9/5/2017	Tissue Response to Injury and Phases of Healing; PBL Set #1b Handed Out		
9/7/2017	Psychosocial Interventions	Prentice Chapter 11	<b>CAT Step 1 Unit Summary #3</b>
9/12/2017	Physiology and Psychology of Pain	Prentice Chapter 10	<b>Quiz #1 Unit Summary #4</b>
9/14/2017	On-the-field Acute Care of Injuries	Prentice Chapter 12	<b>Secondary PBL #1 Report Unit Summary #5</b>
9/19/2017	Environmental Considerations Heat Illness	Prentice Chapter 6 Exertional Heat Illness Position Statement (Blackboard)	<b>Unit Summary #6</b>
9/21/2017	Head and Spinal Injuries	Prentice Chapter 25, 26 Management of Sport Concussion Position Statement (Blackboard)	<b>Unit Summary #7</b>
9/26/2017	Protective Equipment; PBL Work Day	Prentice Chapter 7	<b>CAT Step 2 Unit Summary #8</b>
9/28/2017	<b>Vital Signs Lab</b>		<b>Quiz #2</b>
10/3/2017	Therapeutic Modalities	Prentice Chapter 15	<b>Final PBL #1 Report Unit Summary #9</b>
10/5/2017	Therapeutic Exercise	Prentice Chapter 16	<b>Lab Write-Up Unit Summary #10</b>
10/10/2017	Pharmacology, Drugs, and Sport	Prentice Chapter 17	<b>Quiz #3 Unit Summary #11</b>
10/12/2017	<b>Mid-Term Examination</b>		<b>CAT Step 3</b>
10/17/2017	The Foot; PBL Set #2a Handed Out	Prentice Chapter 18	<b>Unit Summary #12</b>
10/29/2017	The Foot		<b>Preliminary PBL #2 Report</b>
10/24/2017	The Ankle and Lower Leg; PBL Set #2b Handed Out	Prentice Chapter 19	<b>Unit Summary #13</b>
10/26/2017	The Knee and Related Structures	Prentice Chapter 20	<b>CAT Step 4 Unit Summary #14</b>
10/31/2017	The Knee and Related Structures		<b>Secondary PBL #2 Report</b>
11/2/2017	The Thigh, Hip, Groin, and Pelvis	Prentice Chapter 21	<b>Unit Summary #15</b>
11/7/2017	The Thigh, Hip, Groin, and Pelvis; PBL Work Day		<b>CAT Step 5</b>
11/9/2017	Lower Extremity Analysis		<b>Quiz #4</b>
11/14/2017	<b>Emergency Care Lab</b>		<b>Final PBL #2 Report</b>
11/16/2017	The Shoulder Complex	Prentice Chapter 22	<b>Lab Write-Up Unit Summary #16</b>
11/21/2017	The Shoulder Complex / The Elbow	Prentice Chapter 23	<b>CAT Step 6 Unit Summary #17</b>
11/23/2017	<b>THANKSGIVING</b>		
11/28/2017	Forearm, Wrist, and Hand	Prentice Chapter 24	<b>CAT Step 7: Final CAT Unit Summary #18</b>
11/30/2017	Upper Extremity Analysis		<b>Quiz #5</b>
12/7/2017	<b>Final Exam (9:30am-11:30am)</b>		

**Course Requirements and Expectations:**

1. **Technical Requirements:** Students must have access to the Internet, Blackboard, and e-mail. Additional information about Blackboard can be found <http://distance.shsu.edu/current-students/> . Although not required, it is recommended that you install the Blackboard Learn App to your phone or tablet. This app will enable you to get notifications directly to your phone or tablet when announcements or assignments are posted, and when grades are made available. It is recommended that you log in and check Blackboard daily for updates. For any technical support issues with Blackboard, call 936-294-2780 or e-mail [blackboard@shsu.edu](mailto:blackboard@shsu.edu) .
2. **Communication and E-mail Etiquette:** Questions about the course should be asked during or after class as appropriate. However, if a question does arise outside of class, it is advised that the student e-mail the instructor directly at [NGrahovec@shsu.edu](mailto:NGrahovec@shsu.edu). When e-mailing the course instructor, provide the following:
  - i. Include the course number in the subject line of your e-mail (please remember that the instructor may be teaching multiple courses during any given semester).
  - ii. Following the course number, provide a meaningful subject to your e-mail. This helps to clarify what your message is about or pertaining to, and can help the instructor prioritize e-mails in an appropriate order.
  - iii. Address your instructor professionally such as [Mr. Grahovec](#). . . Beginning e-mail correspondence with phrases such as “Hey” is not professional, and will likely be returned to the sender.
  - iv. Use standard spelling, punctuation, and capitalization. Do not write a professional e-mail in the same manner in which you would send a text message. Remember, this is professional correspondence. Avoid using all caps, abbreviations, and emoticons.
  - v. Write clear paragraphs that provide context and details so that the instructor has a clear picture of the question you are asking.
3. **Class Behavior:** Disruptive behavior will result in the student being asked to leave the classroom. A second violation and the student will be dropped from the class. Any distractive or disruptive behavior such as sleeping during class, use of cell phones, and side conversations disrupt those around you. Remember, this is a professional learning environment.
4. **Usage of Electronic Devices in Class:** Telephones, computers, and similar devices are part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The use by students of electronic devices that perform the function of a telephone or text messages during class-time is prohibited as it is disruptive to the conduct of class. Laptop computers and other such note-taking devices are allowed provided they are being used for the purpose of taking notes or engaging in interactive content in class as a part of an exercise. If you are found to be using your computer for other purposes, you will be asked to discontinue use of your computer and/or leave the classroom. If you have a potential emergency situation that requires you to be available via text message or phone, you must notify the course instructor at the beginning of class. Failure to comply with this policy could result in confiscation of your device for the duration of class, expulsion from the classroom, or, with multiple offenses, failure of the course.

Any use of a telephone, text messaging device, or any other electronic device that performs these functions during a test period is **prohibited**. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty ([Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728](#)).
5. **Class Materials:** You are responsible for reading the materials assigned in class. This can include readings from the book and handouts distributed in class or on Blackboard. In addition, material covered by any invited guest speakers may be included on an exam as well.

6. **Intellectual Property:** All materials distributed by the instructor of this course including but not limited to class notes, handouts, assignments, exam reviews, quizzes, and exams are given to the student to facilitate and enhance the learning process. However, all course materials distributed to students either in person or electronically is the property of the course instructor, a collaborative group of faculty, the textbook publisher, and/or Sam Houston State University. Therefore, any sharing, selling, or reproduction of course content will be considered a violation of intellectual property use, and could be considered academic dishonesty. Sharing course material includes but is not limited to the posting of course information on-line via YouTube, social media sites, and blogs. Course materials may only be shared, sold, or reproduced with the written permission of the faculty member teaching this course or the publisher of the textbook (whichever applies).

Recording any or part of the class presentation, discussion, or activities either in person or on-line is strictly prohibited in this class. Like course materials, presentations are the property of the presenter and should not be shared, sold, or reproduced. There will be zero tolerance for taking photos, screenshots, or video of class lecture, presentations, discussions, or course materials unless it is allowed in writing by the course instructor.

7. **Self-Plagiarism [Department Policy]:** “Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student’s curriculum. As a result, the Department of Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Department Chair of Health and Kinesiology, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review.”

8. **Attendance** is expected in this course. Moreover, it is imperative that you not only attend, but also participate. Attendance will be taken on a regular basis. It is your, *the student’s, responsibility to sign in each class day*. Signing in another classmate will not be tolerated and will result in 0 attendance points earned in the course. If you have an excused absence, it is your, the student’s, responsibility to provide written documentation to the instructor. In addition to be in attendance and participating, it is equally important to be on-time. In this course, a tardy will be entering the class once the course instruction has begun. Two tardy days will be equivalent to an absence in the course. Please note that this lab class meets only one day per week, so it is critical that you are in class every scheduled day.

**If you receive more than two absent and/or tardy days, you will receive a five percentage point (5%) reduction in your final course grade. For example, if you have a 90% final grade in the class, and you have exceeded two absent and/or tardy days, you will receive a final course grade of 85%.**

Students who miss class will receive a 0% on in-class coursework, quizzes, and other assignments completed during class with no chance of making up the work. It is your responsibility to obtain notes, readings, and information about upcoming assignments/quizzes/tests that you may have missed due to any absences. **If you miss class because of what you believe should be an excused absence (i.e. illness), it is your responsibility to provide the instructor with evidence for consideration of an**

**excused absence. Whether an absence is excused or unexcused is solely the judgment of the professor.**

Make-up exams, assignments, and quizzes will not be allowed unless you, the student, provide sufficient documentation to excuse the absence. If you, the student, know you are going to miss an exam, assignment, quiz or any other course work for an excusable reason, notification to the instructor is required via e-mail, voice mail, or other acceptable method. Students who do not communicate with the instructor prior to the exam and provide sufficient documentation, will not be allowed to make up the work.

9. **Two Examinations** will be given during the semester. There will be a mid-term exam and a final exam. The final exam will be a comprehensive final in which 50% of the exam will be new material and 50% of the exam will be comprehensive. The examinations will come from readings in the text, notes, handouts, assignments, and quizzes. Questions will include a variety of multiple choice, true/false, fill-in-the-blank, matching, short answer, and essay.
10. **Quizzes** will be given throughout the course. Students will complete these quizzes on Blackboard. Quizzes will include a variety of multiple choice, true/false, fill-in-the-blank, matching and short answer questions.
11. **Laboratory Activities.** There will be two laboratory days in this course to assist with the development of skills related to the course topics. Points will be given for attendance and participation in laboratory activities via Lab Write-Up assignment.
12. **Unit Summaries.** There will unit summaries due after each unit that will ask for knowledge learned as well as questions after reading the unit references including textbook readings, article readings, and ancillary materials. The purpose of the unit summaries is to reflect on the unit readings, and bring questions to light that will be answered during class time throughout the semester.
13. **Discussion Boards.** There will be several discussion boards throughout the semester to highlight key aspects of the module learning. This will be in the form of application questions, which must be answered using sound logic. Peer-response is required for these discussion boards.
14. **Problem-Based Learning Assignments.** There will be two problem-based learning assignments due this semester. Groups will be assigned and students will be required to research potential pathologies surrounding signs and symptoms presented in class. Each assignment will have a preliminary, secondary, and final report.
15. **Evidence-Based Practice Critical Appraisal Topic Paper** will include the critical appraisal of a topic related to the prevention and/or care of injuries or conditions related to sport and exercise. The student is expected to utilize the best evidence pertaining to his/her topic which will be used to synthesize a paper that is 3-5 pages in length (12 point font, double spaced, Times New Roman, 1 inch margins). Student are expected to use APA format for all in-text citations as well as for the Resources page. A minimum of three sources are needed; HOWEVER, if you have at least one filtered source only two are needed.

Recall the following steps which are used when implementing EBP into our professions:

1. Identify the patient problem and convert it into a specific question
2. Search the literature and collect clinically relevant, scientific studies that contain evidence related to the question
3. Critically analyze the evidence in the literature about the quality of research and its applicability
4. Integrate the appraisal of evidence with clinical expertise, your experience, and the patient's circumstances
5. Incorporate the findings and decisions into patient management
6. Assess the outcomes of intervention and ask another question if needed

### 7. Review of a peer's CAT paper

For this assignment, you are asked to complete steps 1-4 above, and discuss the considerations that should be made for step 5. A Critically Appraised Topic (CAT) is a paper which synthesizes numerous studies (no fewer than three) reviewing the same general topic of interest. A formal CAT which is submitted for formal publication which also include multiple tables (we are not going to do the tables for this assignment). A CAT is generally broken down into eleven main components:

- Clinical Scenario
- Focused Clinical Question (PICO question or other formatted question)
- Summary of search, "best evidence" appraised, and key findings
- Clinical bottom line
- Strength of Recommendation
- Search Strategy
- Inclusion and Exclusion Criteria
- Results of search
- Summary of Best Evidence
- Implications for practice, education, and future research
- References

**Assessment and Evaluation:*****Syllabus and Introduction Assignment: 10 points***

- There is one syllabus acknowledgement assignment which is 5 points. This includes reading and understanding the syllabus and completing the syllabus acknowledgement form via Blackboard.
- There is one introduction assignment where students introduce themselves to each other via Blackboard Discussion, feel free to respond to peer's post. This assignment is 5 points.

***Exams: 200 Points***

- There are 2 exams. The mid-term exam will be worth 100 points, and the final exam will be worth 100 points.
- The format of the exams may vary depending on the content. The course instructor will notify students of the exam format prior to the exam either in class or via Blackboard.
- Any form of cheating or dishonesty will result in an automatic 0 points on the exam. For students in the BS in Athletic Training Program, documentation will be sent to the Athletic Training Program Director and placed in your permanent student file.

***Quizzes: 50 Points***

- There will be five quizzes will be given on Blackboard.
- Each quiz will be worth 10 points.

***Unit Summaries: 90 Points***

- Students will need to complete the unit summary assignment following each unit and submit via Blackboard.
- Each summary will be worth 5 points.

***Discussion Boards: 100 Points***

- Application questions will be answered via Blackboard discussion boards. Each student is to respond to two peer posts.

***Laboratory Activities: 40 Points***

- Students will need to attend the labs, participate, and complete the lab assignment in order to receive full credit for the lab activities.
- Each lab will be worth 20 points.

***Problem-Based Learning Assignments: 160 Points***

- Preliminary and secondary reports will be worth 10 points each, final reports will be worth 60 points each.
- Preliminary and secondary reports will be no more than two pages in length (not counting reference page), final report will be no more than 5 pages in length (not counting reference page) All reports should be double spaced, 12 Point Times New Roman font, and have 1 inch margins.
- Students are expected to cite all resources using APA formatting.

***Evidence-Based Practice Critically Appraised Topic Paper: 100 Points***

- Students will choose a topic, search and critically appraise a topic related to a topic learned in this course.
- The paper length is expected to be 3-5 pages, double spaced, 12 Point Times New Roman font, and have 1 inch margins.
- Students are expected to cite all resources using APA formatting.

**Total Course Points** = 750 (Subject to change at instructor's discretion)

**Final Grade:** (grades will not be curved)

100% to 90%	=	750	-	675	=	<b>A</b>
89.99% to 80%	=	674.9	-	600	=	<b>B</b>
79.99% to 70%	=	599.9	-	525	=	<b>C</b>
69.99% to 60%	=	524.9	-	450	=	<b>D</b>
59.99% and below	=	449.9	-	0	=	<b>F</b>

**SHSU Academic Policies** (<http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>) :

- a. [SHSU Class Attendance policy AP 800401](#)
- b. [Procedures in cases of Academic Dishonesty AP 810213](#)
- c. [Academic Grievance Procedures for Students AP 900823](#)
- d. [Students with Disabilities AP 811006](#)
- e. [Student Absences on Religious Holy Days AP 861001](#)
- f. [Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728](#)

### **Academic Dishonesty:**

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

- 5.35 “Academic work” means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

**Procedures in Cases of Alleged Academic Dishonesty:**

- 2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System *Rules and Regulations* and Sam Houston State University *Student Guidelines* except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision. Sam Houston State University Academic Policy Statement 810213 Procedures in Cases of Academic Dishonesty Page 3 of 3 Revised January 16, 2006
- 2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.