

ATTR 4292 – CLINICAL EXPERIENCES IN ATHLETIC TRAINING IV
SPRING 2018

ATTR 4292 is a required course for the Bachelor of Science in Athletic Training Program.

College of Health Sciences
Department of Kinesiology

Instructor: Nicholas E. Grahovec, MS, LAT, ATC, CSCS
Office: HKC 214
Office Phone: 936-294-2648
Office Hours: Virtual office on Blackboard or by appointment – emailing to set an appointment is always recommended.
E-mail: NGrahovec@shsu.edu

Text/Readings: Refer to Blackboard for BOC reference list

Course Description: This course includes professional experience which provides students with the opportunity to apply advanced knowledge and theory related to the philosophy, principles, and competencies of the athletic training profession in real-patient settings under the supervision of a Clinical Preceptor. Clinical experience sites include both on-campus and off-campus healthcare settings. Clinical experiences are coordinated through the Athletic Training Program. Prerequisites: Admission to the SHSU Athletic Training Program, ATTR 4310, ATTR 4110, ATTR 4369, ATTR 4169, ATTR 3291, ATTR 3292, and ATTR 3292. Requires Department Approval. Credit 2.

Students in the BS in Athletic Training Program must make a grade of “B” or better in this course to meet the program retention criteria. A complete list of program retention criteria can be found: <http://www.shsu.edu/academics/health-sciences/kinesiology/undergraduate/athletic-training-admission-requirements.html>

This course meets from 9:00-9:50am on Wednesday in HKC 248C (January 17 – May 10, 2018)

Athletic Training Competencies (CAATE 5th ed):

Objectives/Learning Outcomes Upon completion of this course, the student will be able to:	Activities (* indicates field-based activity)	Performance Assessment	Standards: • <i>CAATE Competencies</i>
Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies.	Class Discussion/Lecture	Self-Assessment/Professional Development Plan	<i>PD-7</i>
Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation	Class Discussion/Lecture Skills Lab Clinical Experience Rotation	Practical Application	<i>CIP-4a</i> <i>CIP-4b</i> <i>CIP-4c</i> <i>CIP-4d</i> <i>CIP-4e</i> <i>CIP-4f</i>

<p>of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.</p>			
<p>Perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.</p>	<p>Class Discussion/Lecture</p> <p>Skills Lab</p> <p>Clinical Experience Rotation</p>	Practical Application	CIP-5

Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.	Class Discussion/Lecture Skills Lab Clinical Experience Rotation	Practical Application	CIP-8
Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.	Class Discussion/Lecture Skills Lab Clinical Experience Rotation	Practical Application	CIP-9

Web address for **CAATE competencies**: <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, assignments, clinical experience rotations, and preceptor interaction. Evaluation consists of professor assessments of examinations, quizzes, and assignments, as well as clinical experience hours and preceptor evaluations.

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

Essential:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important:

1. Learning how to find, evaluate, and use resources to explore a topic in depth.

2. Acquiring skills in working with others as a member of a team.

Course Content (Tentative Course Schedule):

Date	Topics/Content	Assignments Due
1/17/2018	Course Introduction Athletic Training Student Handbook	Syllabus Acknowledgement Clinical Experience Waiver (Bb) Clinic Experience Waiver (Bb) Clinical Site Orientation (ATrack) EAP Quiz (Bb) Pt. Interactions (x2) (ATrack) Clinical Hours (ATrack)
1/24/2018	Complete Site Specific Orientation with Assigned Clinical Preceptor (Review of Site EAPs, roles, expectations and site policies)	Pt. Interactions (x2) Clinical Hours (ATrack)
1/31/2018	Self-Assessment/Professional Development Plan Due	Pt. Interactions (x2) Clinical Hours (ATrack)
2/7/2018	Hours Log Checks (should have logged a minimum of 50 contact hours with clinical preceptor)	Pt. Interactions (x2) Clinical Hours (ATrack)
2/14/2018	Capstone Project Topics Due	Pt. Interactions (x2) Clinical Hours (ATrack)
2/21/2018	Clinical Integration Proficiency Assignment due (CIP-4)	Pt. Interactions (x2) Clinical Hours (ATrack)
2/28/2018	Capstone Project Progress Report Due	Pt. Interactions (x2) Clinical Hours (ATrack)
3/7/2018	Mid-Term Evaluations and Meetings with Clinical Preceptors Mid-Term Self Evaluation	Pt. Interactions (x2) Clinical Hours (ATrack) Mid-Term Self Evaluation Mid-Term Meeting with Preceptor
3/14/2018	NO CLASS – Spring Break	
3/21/2018	Clinical Integration Proficiency Assignment due (CIP-5)	Pt. Interactions (x2) Clinical Hours (ATrack)
3/28/2018	Clinical Integration Proficiency Assignment due (CIP-8)	Pt. Interactions (x2) Clinical Hours (ATrack)
4/4/2018	Capstone Project Progress Report Due	Pt. Interactions (x2) Clinical Hours (ATrack) EBP Writing Assignment Draft and Peer Review
4/11/2018	Clinical Integration Proficiency Assignment due (CIP-9)	IPE Tabletop Reflection Assignment Pt. Interactions (x2) Clinical Hours (ATrack) Final EBP Writing Assignment
4/18/2018	Hours Log Checks (should have logged a minimum of 150 contact hours with clinical preceptor)	Pt. Interactions (x2) Clinical Hours (ATrack)
4/25/2018	Capstone Critically Appraised Topic Paper Due	IPE Mass Causality Reflection Assignment Pt. Interactions (x2) Clinical Hours (ATrack) Final Self-Evaluation Final Meeting with Preceptor
5/2/2018	Final Evaluations and Meetings with Clinical Preceptors Final Self-Evaluation and Semester Reflection	Pt. Interactions (x2) Clinical Hours (ATrack)
Finals Week	Capstone Case Study Project Presentation	

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 .
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. 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 (see student code of conduct; <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).
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. **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 being 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. A tardy will be equivalent to an absence in the course.

If you receive more than three absence 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 three absence 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.

8. **Self-Assessment/Professional Development Plan.** Students will develop a professional plan for preparing for the BOC test and create a professional development plan for the next five years. Criteria used to evaluate students will include identifying areas of professional growth as well as method of preparation for BOC.
9. **Clinical Education Experience.** Each student must gain a minimum of 250 clinical hours this semester in order to successfully pass the course. Additionally, students may not exceed 35 hours during any given week, unless a Request for Special Opportunity form is completed and approved by the Athletic Training Program Director and/or the Athletic Training Clinical Education Coordinator. It is the student's responsibility to accurately record hours via ATrack (www.atrackonline.com) where they will be approved by that student's clinical preceptor. Failure to report hours in a timely manner may result in a reduction of grade for the semester. Falsifying hours will result in immediate disciplinary action (behavioral incident report). It is the student's ultimate responsibility, with the assistance of the preceptor, to ensure that the appropriate number of hours are being met and not

exceeded. Additionally, it is required that each student have one day free of clinical experience hours during a seven day period. Students should collaborate with their preceptors to make weekly schedules. Failure to complete the minimum required number of hours, there will be a 20% reduction in grade.

Students are assigned to a sport assignment which is their primary assignment for the semester (either at SHSU or a local high school). Additionally, students are assigned to clinic sites (i.e. rehabilitation, orthopedic, and non-orthopedic/general medical according to their progress in the program and the semester they are currently in. Preceptors at both sport and clinic rotations will verify hours and evaluate students.

10. **Clinical Evaluations.** Each student will be evaluated by their Preceptor(s) twice during the semester, one mid-term evaluation and one final evaluation. These evaluations are instrumental for the Athletic Training Student to gain valuable feedback and aid in the growth of their professional career. These evaluations are also used to determine final grades in the clinical experience course.
11. **Self-Evaluation and Semester Reflection.** Each student will perform a self-evaluation twice during the semester, one mid-term evaluation and one final evaluation. These evaluations are completed via ATrack. Following the final self-evaluation, the student will complete a semester reflection based upon new experiences, patient encounters and interaction, skills performed, etc. evaluated by their
12. **Self-Assessment Exams.** Each student will complete BOC self-assessment exams to gauge strengths and weaknesses in their knowledge pertaining to the content on the BOC examination.
13. **Clinical Experiences Behavioral Incident Reports:** Student Behavioral Incident Reports may be used by Clinical Preceptors and the AT Program to provide a tool for documenting inappropriate behavior and subsequent discussions regarding the behavior. Behavioral Incident Reports will directly influence clinical experiences grades by dropping the final grade according to the severity of the violation.
 1. A Behavioral Incident Report must be completed within 3 weekdays of a violation.
 2. A meeting must be conducted between the clinical preceptor and the student within 3 weekdays to discuss the report or the student is not allowed to engage in his/her clinical experiences.
 3. The student is allowed the opportunity to add their comments to the Behavioral Incident Report regarding the incident.
 4. Violations will be ranked:
 - Severe** Violations include, but are not limited to: very serious offenses that show disregard for the NATA Code of Ethics, breaking patient confidentiality, safety of a student-athletes or patients, violation of university or clinical site regulations, or theft or destruction of university or clinical site equipment or property.
 - Moderate** Violations include, but are not limited to: inappropriate or disrespectful communication with preceptors, peers, or employees; failure to abide by policies and procedures set forth in the athletic training student handbook or specific to the clinical site; and being habitually late or absent for clinical assignments.
 - Minor** Violations include, but are not limited to, minor infractions of student handbook rules or inappropriate behaviors displayed by the student such as: tardiness, unprofessional language and conversation, and unauthorized use of equipment and supplies.

Overall, clinical experience course grades (percentages) will be impacted based on the severity of the violation (severe: 25 percentage points, moderate: 15 percentage points, minor: 5 percentage points).

After four minor violations, two moderate violations, or one severe violation, the student shall be placed on probation within the Athletic Training Program. Any violation occurring after the student has been placed on probation may result in suspension from the program.

A clinical preceptor may immediately suspend a student from his/her clinical rotation due to student-athlete or patient safety issues, use of or influence of illegal drugs or alcohol, or destruction of

property. A meeting must be conducted between the Program Director, the Clinical Education Coordinator, the clinical preceptor, and the athletic training student within 3 weekdays to discuss the incident. The student may then be dismissed from the Athletic Training Program.

14. **Patient Interactions:** Students are expected to participate in the clinical experiences rotations by providing real-time patient care using skills that the students has been instructed on in didactic and laboratory classes. Students are expected to record a minimum of two patient interactions per week using the Patient Interactions Form on ATrack.
15. **Capstone Evidence Based Practice Assignment.** Students will write a Critically Appraised Topic (CAT) centered on a patient that they have made contact with during their clinical experience. The student will formulate a PICO question and gather supporting evidence. Main points of emphasis include:
 - a. External Scientific Evidence (Peer-Reviewed Research)
 - b. Clinical Expertise/Expert Opinion (Preceptor's Treatment/Rehabilitative Plan)
 - c. Patient Perspectives/Values

Further detailed instructions and rubric will be available on Blackboard.

16. **Capstone Case Study Project.** Capstone case study project will follow a patient through initial injury to return to play. Specific components include the immediate care given, evaluation, diagnosis, treatment & rehabilitation, evidence supporting each step, and presentation outlining entire process. Presentation will be given to faculty, staff, and students.
17. **Academic Community Engagement:** In this course you will not only learn knowledge and skills, but also actively use them to make a difference in our community to improve quality of life. This ACE experience, it is hoped, will help students see themselves as positive forces in this world and able to improve the quality of life.

Note: Make-up exams, assignments, labs, 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.

Assessment and Evaluation:

Syllabus Acknowledgement: 5 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.

Clinical Education Experience: Complete / Incomplete

- Hour logs will be checked every several weeks to determine if students are on pace to complete their hour requirements.
- Failure to complete the required number of hours for the semester will result in a 20% reduction in grade.

Assignments: 70 Points

- The following assignments and associated points are included in this course:
 - a) Clinical Experience Waiver (Bb) – 5 points
 - b) Clinic Experience Waiver (Bb) – 5 points
 - c) Clinical Site Orientation (ATrack) – 5 points
 - Students must complete their site orientation prior to beginning clinical rotations to that site.
 - d) Clinic Site Orientation (Bb) – 5 points

- e) EAP Quiz (Bb) – 10 points
- f) IPE Reflections (Bb) – 40 points (20 points each)

Self-Assessment/Professional Development Plan: 50 Points

- Students will develop a professional plan and detailed timeline for preparing for the BOC examination
- Students will create a professional development plan for the next five years with an emphasis on maintaining necessary credentials and promotion of life-long learning strategies.

Clinical Evaluations: 150 points

- There will be two clinical evaluations performed by the student's clinical preceptor(s): Mid-term and Final Semester Evaluations. The mid-term evaluation is intended to provide feedback to the student. The final evaluation will be utilized to determine the clinical evaluation points which will be included in the course grade.
- The student's final semester evaluation at their sport clinical rotation will be 100 points; the final semester evaluation at their clinic rotation will be 50 points.

Self-Evaluation and Semester Reflection: 50 points (25 points for mid-term; 25 points for final)

- There will be two clinical evaluations performed by the student.
- There will be a final self-reflection completed by the student and submitted via Blackboard.

Self-Assessment Exams: 60 points

- There will be three BOC self-assessment exams given during the semester to aid in the preparation for the BOC examination.

Capstone Evidence Based Practice Assignment: 60 Points

- There will be one evidence based practice assignment worth 60 points due at the end of the semester.
- The EBP assignment will be a Critical Appraisal Topic centered on a patient injury encountered during the semester.

Capstone Case Study Project: 100 Points

- There will be a capstone case study project worth 100 points due at the end of the semester.
- This case study will encompass the entire care given to a patient from initial injury to return to play and will conclude with a presentation given to faculty, staff and students.

Patient Interactions: 75 Points (5 points per week for 15 weeks)

- A minimum of two patient interactions should be recorded each week using the Patient Interactions form on ATrack.

Clinical Integration Proficiencies: 180 (20 points each)

- The CIPs represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. In most cases, assessment of the CIPs should occur when the student is engaged in real client/patient care and may be necessarily assessed over multiple interactions. In a few instances, assessment may be required using simulated scenarios.
- CIPs are to be performed in the student's assigned clinical experiences and evaluated by the student's clinical preceptor using the following categories:
 - Exceeds Proficiency
 - Proficient
 - Not Proficient
- **All students must complete all CIPs at the level of Proficient or Exceeds Proficient prior to enrollment in the next clinical course. All CIPs must be complete at the level of Proficient or Exceeds Proficiency prior to graduation from the program.**

Total Course Points = 800

Final Grade: (grades will not be curved)

100% to 90%	=	800	-	720	=	A
89.99% to 80%	=	719.9	-	640	=	B
79.99% to 70%	=	639.9	-	560	=	C
69.99% to 60%	=	559.9	-	480	=	D
59.99% and below	=	479.9	-	0	=	F

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.