

**ATTR 4375 – GENERAL MEDICAL CONDITIONS IN SPORT  
SPRING 2018**

*ATTR 4375 is a required course for the Bachelor of Science in Athletic Training Program.*

**College of Health Sciences  
Department of Kinesiology**

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- Text/Readings:** Cuppett, M. & Walsh, K. M. (2017). General Medical Conditions in the Athlete 3<sup>rd</sup> ed. Champaign, IL: Human Kinetics. 978-1-4925-3350-4
- Fagerberg, S.W. Medical Terminology: The Language of Medicine. Caduceus International Publishing <https://shsuatp.cipcourses.com/registration> .
- Note: Purchasing Your On-Line Textbook at:  
E-Textbook Website Address: <https://shsuatp.cipcourses.com/registration> with online final examination \$79.95. All Purchasing Instructions Available When Creating Account on your School Website!
- Course Description:** Students will review the body systems and various injuries and illnesses commonly sustained during sport and physical activity. Emphasis will be placed on medical terminology, effective evaluation, diagnosis, care, referral, and return-to-activity guidelines.  
Prerequisite: ATTR 3370. Credit 3.
- Students in the BS in Athletic Training Program must make a grade of "C" 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 10:00am-11:20am Mondays & Wednesdays in HKC 247. Occasionally, the class will meet in the Athletic Training Lab HKC 248C (Jan 17 – May 10, 2018 and the scheduled final exam day)**

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

| <b>Objectives/Learning Outcomes<br/>Upon completion of this course,<br/>the student will be able to:</b>  | <b>Activities (* indicates hands-<br/>on laboratory experience)</b> | <b>Performance<br/>Assessment</b>                                  | <b>CAATE<br/>Competencies</b> |
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| Use medical terminology to describe the normal structures and interrelated functions of body systems including anatomical, systemic, and physiological changes across a lifespan.                             | Classroom Discussion/Lecture  | Unit Exams<br><br>Quizzes  | <b>CE-1, CE-2</b>             |
| Identify common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations. | Classroom Discussion/Lecture  | Unit Exams<br><br>Quizzes  | <b>CE-3</b>                   |
| Differentiate the Athletic Trainers' scope of practice, roles, and responsibilities from other pre-hospital and hospital-based providers.   | Classroom Discussion/Lecture  | Unit Exams<br><br>Quizzes<br><br>Assignments                       | <b>AC-1, AC-2</b>             |
| Describe the hospital trauma level system and its role in the transportation and decision making process.   | Classroom Discussion/Lecture  | Unit Exams<br><br>Quizzes<br><br>Assignments                       | <b>AC-3</b>                   |
| Obtain and evaluate vital signs including interpretation of findings.   | Classroom Discussion/Lecture<br><br>Skills Lab                      | Unit Exams<br><br>Quizzes<br><br>Lab Activities                    | <b>AC-6, AC-7</b>             |
| Explain and demonstrate aseptic or sterile techniques, approved sanitation methods, and universal precautions used in wound cleaning and closure.   | Classroom Discussion/Lecture<br><br>Skills Lab                      | Unit Exams<br><br>Quizzes<br><br>Lab Activities                    | <b>AC-21, AC-22</b>           |
| Identify signs, symptoms, interventions, and return-to-play criteria for general medical conditions often seen in an active population.   | Classroom Discussion/Lecture<br><br>Skills Lab                      | Unit Exams<br><br>Quizzes<br><br>Assignments<br><br>Lab Activities | <b>AC-36</b>                  |

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| Demonstrate appropriate interventions for asthma related-bronchospasm including the use of a nebulizer and metered-dose inhaler.                          | Classroom Discussion/Lecture<br><br>Skills Lab | Unit Exams<br><br>Quizzes<br><br>Assignments    | <b>AC-31, AC-32, AC-33</b>                        |
| Explain the importance of monitoring a patient following a head injury including medical clearance and return to play protocols.                          | Classroom Discussion/Lecture                   | Unit Exams<br><br>Quizzes<br><br>Assignments    | <b>AC-34</b>                                      |
| Demonstrate the use of auto-injectable epinephrine in the management of anaphylaxis.  | Classroom Discussion/Lecture<br><br>Skills Lab | Unit Exams<br><br>Quizzes<br><br>Lab Activities | <b>AC-35</b>                                      |
| Demonstrate standard techniques and procedures for the clinical examination of common conditions, illnesses, and diseases.                                | Classroom Discussion/Lecture<br><br>Skills Lab | Unit Exams<br><br>Quizzes<br><br>Lab Activities | <b>CE-20a, b, c, g, h, i, j</b>                   |
| Assess and interpret findings from a physical examination that is based on patient presentation, and determine with referral of the patient is warranted. | Classroom Discussion/Lecture<br><br>Skills Lab | Unit Exams<br><br>Quizzes<br><br>Lab Activities | <b>CE-21b, g, h, l, j, k, l, m, n, o, p CE-22</b> |
| Instruct the patient in home care and self-treatment plans for acute conditions.  | Classroom Discussion/Lecture<br><br>Skills Lab | Unit Exams<br><br>Quizzes<br><br>Lab Activities | <b>AC-43</b>                                      |
| Describe current setting-specific and activity specific rules and guidelines for managing injury and illnesses.   | Classroom Discussion/Lecture                   | Unit Exams<br><br>Quizzes                       | <b>CE-23</b>                                      |
| Identify the components of a pre-participation examination and physical examination based on current guidelines.  | Classroom Discussion/Lecture                   | Unit Exams<br><br>Quizzes                       | <b>HA-23, PHP-8</b>                               |
| Explain the role of the pre-participation exam in identifying conditions that may predispose an individual to injury or illness.                          | Classroom Discussion/Lecture                   | Unit Exams<br><br>Quizzes                       | <b>PHP-9</b>                                      |
| Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity.                               | Classroom Discussion/Lecture                   | Unit Exams<br><br>Quizzes                       | <b>PHP-17</b>                                     |

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| Identify components that comprise a comprehensive medical record.   | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>HA-9</b>           |
| Describe federal and state infection control regulations and guidelines including OSHA standards for universal precautions, as well as prevention, exposure, and control of infectious disease. | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>HA-16</b>          |
| Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.   | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>HA-24</b>          |
| Explain the precautions and risk factors associated with physical activity in persons with acquired abnormalities, disabilities, and diseases.  | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>PHP-5</b>          |
| Implement disinfectant procedures to prevent the spread of infectious diseases and comply with OSHA and other federal regulations   | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>PHP-7</b>          |
| Use devices (e.g. glucometer, peak flow meter) to monitor chronic conditions and determine participation status.  | Classroom Discussion/Lecture<br>Skills Lab | Unit Exams<br>Quizzes<br>Lab Activities | <b>PHP-15, PHP-16</b> |
| Explain laws, regulation, and procedures for proper storage, disposal, transportation, dispensing or administering, and documentation of medications (prescription and OTC)                     | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>TI-21</b>          |
| Identify and use appropriate pharmaceutical terminology for management, inventory, and reporting pharmacological agents commonly used in the athletic training clinic.                          | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>TI-22</b>          |
| Use an electronic drug resource to locate and identify indications, contraindications, precautions,   | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>TI-23</b>          |

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| and adverse reactions for common medications.  |  | Assignments                             |                                   |
| Explain major concepts and theories related to pharmacology.   | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>TI-24, TI-25, TI-26, TI-27</b> |
| Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions.  | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>TI-29</b>                      |
| Explain the general therapeutic strategy, including drug categories used for treatment, outcomes, and treatment duration for common diseases and conditions.   | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>TI-30</b>                      |
| Optimize therapeutic outcomes using a patient centered approach and appropriate communication with patient and other healthcare professionals.   | Classroom Discussion/Lecture<br>Skills Lab | Unit Exams<br>Quizzes<br>Lab Activities | <b>TI-31</b>                      |
| Properly assist and/or instruct the patient in proper use, cleaning, and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, and other routes as prescribed by a physician. | Classroom Discussion/Lecture<br>Skills Lab | Unit Exams<br>Quizzes<br>Lab Activities | <b>TI-28</b>                      |
| Describe the role and credentials of various mental healthcare providers.  | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>PS-11</b>                      |
| Identify and describe basic signs and symptoms of mental health disorders and personal/social conflict, and when patients need to be referred to a mental health professional.                                   | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes<br>Assignments    | <b>PS-12, PS-13</b>               |
| Formulate a referral for an individual with a suspected mental illness or substance abuse problem.   | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes<br>Assignments    | <b>PS-16</b>                      |
| Identify signs, symptoms, and sociocultural factors associated with substance misuse/abuse.  | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>PS-15</b>                      |
| Describe the psychological and sociocultural factors associated with common eating disorders.  | Classroom Discussion/Lecture               | Unit Exams<br>Quizzes                   | <b>PS-14</b>                      |

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| Describe the psychological and emotional responses to a catastrophic event, the potential need for psychological intervention, and referral plan if needed. | Classroom Discussion/Lecture | Unit Exams<br><br>Quizzes                    | <b>PS-17</b> |
| Provide appropriate education regarding the condition and plan of care to the patient and others as appropriate to protect patient privacy.                 | Classroom Discussion/Lecture | Unit Exams<br><br>Quizzes<br><br>Assignments | <b>PS-18</b> |

**Course Format:**

This is a hybrid course with the majority of the course delivered in a traditional classroom setting. The on-line portion of the course will utilize both Blackboard as well as required Medical Terminology e-book: <https://shsuatp.cipcourses.com/registration> . In addition, course concepts will be learned through self-study, classroom discussions, laboratory activities, and assignments. Evaluation consists of assessments including: examinations, quizzes, assignments, and completion of the medical terminology e-book course and related activities.

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

## Essential:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

## Important:

1. Learning to *apply* course material (to improve thinking, problem solving, and decisions).

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

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| 1/22 | Syllabus Review<br>Introduction - Ch 1<br>The Medical Exam and Diagnostic Testing - Ch 2 & 3<br><b>Skills Emphasis: Normal and abnormal vital signs (pulse, respirations, pulse oximetry, pain, body temperature)</b> | MT Ch 1: Orientation (1) & Intro (2)<br>MT Ch 2: Basics of Med Term (1&2) |
| 1/24 | The Medical Exam and Diagnostic Testing - Ch 2 & 3<br><b>Skills Emphasis: Taking a complete medical history</b>   | MT Ch 2: Basics of Med Term (3)   |
| 1/29 | <b>Skills Emphasis: Completing a systems exam</b><br>Basic Principles of Pharmacology – Ch 4  | MT Ch 3: Diag Equip (1 &2)  |
| 1/31 | Therapeutic Drug Categories – Ch 5  | MT Ch 3: Diag Equip (3 &4)  |
| 2/5  | Therapeutic Drug Categories – Ch 5  | MT Ch 4 : Integrated Med (1)  |
| 2/7  | Common Procedures in the Athletic Training Clinic – Ch 6<br><b>Skills Emphasis: Suturing and wound closure techniques</b>   | <b>MT Test 1</b>  |

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| 2/12 | <b>Unit 1 Exam</b>  | MT Ch 5: Flash Cards (1-2)                |
| 2/14 | The Respiratory System – Ch 7   | MT Ch 5: Flash Cards (1-2)                |
| 2/19 | Respiratory Conditions – Ch 7   | MT Ch 5: Flash Cards (3-4)                |
| 2/21 | The Cardiovascular System – Ch 8  | MT Ch 5: Flash Cards (3-4)                |
| 2/26 | Cardiovascular Conditions – Ch 8  | MT Ch 6: Musculo Skeletal (1 & 2)         |
| 2/28 | <b>Skills Emphasis – Auscultation of Lung and Heart Sounds</b><br><b>Skills Emphasis – Administering an EKG</b>                                   | MT Ch 6: MusculoSkeletal (3 & 4)          |
| 3/5  | <b>Guest Lecture: TBD</b>   | <b>MT Ch 6 : MusculoSkeletal Test 2</b>   |
| 3/7  | The Gastrointestinal System – Ch 9  |   |
| 3/19 | Gastrointestinal Conditions – Ch 9  | MT Ch 7: Nervous System (1 & 2)           |
| 3/21 | The Genitourinary System and Common Conditions – Ch 10<br><b>Skills Emphasis – Palpation, Percussion, and Auscultation of Abdominal Quadrants</b> | MT Ch 7: Nervous System (1 & 2)           |
| 3/26 | The Neurological System – Ch 11   | <b>MT Ch 7: Nervous System Test 3</b>     |
| 3/28 | Neurological Conditions – Ch 11<br><b>Skills Emphasis: Neurological Exam Skills: Dermatomes, Myotomes, Reflexes</b>                               | MT Ch 8: Circulatory System ( 1 & 2)      |
| 4/2  | <b>Guest Lecture: TBD</b>   | MT Ch 8: Circulatory System (3 & 4)       |
| 4/4  | <b>Unit 2 Exam</b>  | <b>MT Ch 8: Circulatory System Test 5</b> |
| 4/9  | The eye, ear, nose, and throat – Ch 12 – 13<br><b>Skills Emphasis: Assessment of the eye (pen light, ophthalmoscope)</b>                          | MT Ch 9: Respiratory System (1 & 2)       |
| 4/11 | Conditions of the eye, ear, nose and throat – Ch 12-13<br><b>Skills Emphasis: Assessment of the ear, nose, throat, and mouth (otoscope)</b>       | <b>MT Ch 9: Respiratory System Test 4</b> |
| 4/16 | Systemic and Endocrine Disorders – Ch 14  | MT: Ch 10: Urinary System (1 & 2)         |
| 4/18 | Systemic and Endocrine Disorders – Ch 14  | <b>MT: Ch 10: Urinary System Test 6</b>   |
| 4/23 | Infectious Diseases – Ch 15   | MT: Ch 11: Endocrine System (1)           |
| 4/25 | Dermatological Conditions – Ch 16   | <b>MT: Ch 11: Endocrine System Test 7</b> |
| 4/30 | Dermatological Conditions – Ch 16   | <b>MT: Final Exam</b>                     |
| 5/2  | Psychological and Substance Abuse Disorders – Ch 18   |   |
| 5/7  | <b>Unit 3 and Final Exam (10:30 AM)</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 [mlw049@shsu.edu](mailto:mlw049@shsu.edu) . When e-mailing the course instructor, provide the following:
  - 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).
  - 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.
  - Address your instructor professionally such as Dr. Williams . . . Beginning e-mail correspondence with phrases such as “Hey” is not professional, and will likely be returned to the sender.
  - 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.
  - 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 and will count as a class absence. 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 or other devices, 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 and 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. *Make sure you keep up with the readings and on-line medical terminology e-book!*
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 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. Two tardy days will be equivalent to an absence in the course. Please notice that this class meets only two days per week, so it is critically that you are in class every scheduled day.

**If you receive more than two absence and/or two 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 one absence and/or two 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. **Three Examinations** will be given during the semester. There will be two unit exams and one cumulative final exam. The examinations will come from readings in the text, select readings, notes, handouts, and assignments. Specific format will be discussed prior to each exam. The final exam will be cumulative, and will cover course material from all course units.

You may not use any notes or any other aids during the exams. In addition, electronic devices of any kind (i.e., cellular phones, tablets, smart watch etc.) are **not** allowed to be in the student's possession during an exam. They must be placed at the front of the room with your books and other materials and must be powered off or on silent mode.

**During exams and quizzes, students will be required to store their belongings at the front of the room. The dates of exams and quizzes are in the syllabus. If any changes are made to this schedule, students will be notified in advance using Blackboard. Please plan accordingly so that you can properly store your valuables.**

10. **Medical Terminology E-book** is includes audio slide presentations, activities, tests, and one final examination. The student will be responsible for turning in the completed summary sheet of all chapter tests and activities by the end of the semester. Additionally, there will be a comprehensive final exam that must also be completed by the end of the semester.
11. **Quizzes** will be given throughout the course. Students will complete quizzes using Blackboard. Quizzes on Blackboard will be available for a limited time. It is imperative that you complete the quiz prior to the deadline as it will not be available on Blackboard after the deadline has passed. Pop quizzes may be given in class at the discretion of the instructor.
12. **Assignments** will include blog entries, reading journals, application questions, review of condition assignments, and guest speaker reflection summaries. Assignments will align with topics presented in class, and will ask the student to *apply* the information learned in the course readings, discussion, and lecture to situations. Application of knowledge is an important skill, and is the aim of these assignments. Students are expected to read and reference the textbook, selected readings, and other resources when answering the application questions. Resources should be cited to indicate what references are being utilized to inform your assignment answers.

Remember: **Make-up exams, assignments, laboratories, 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:**

##### ***Attendance:***

- Attendance is expected!
- It is the student's responsibility to sign in each day.
- **If you, the student, feel that you have an excusable absence, you must submit written documentation to the instructor within 1 week of the absence for it to be considered excused.**
- **More than two absence and/or tardy days, you will receive a five-percentage point (5%) reduction in your final course grade.**

##### ***Syllabus and Introduction Assignment: 10 points***

- There is one syllabus acknowledgement assignment which is 5 points. This includes reading the syllabus, noting important dates, and submitting a signed syllabus acknowledgement form.
- There is one introduction assignment where students introduce themselves to the class via Blackboard Discussion. This assignment is 5 points.

**Unit Exams: 300 Points**

- There are three exams which will be 100 points each.
- The last of the four exams will consist of 60% material from the last unit and 40% cumulative. The final exam will be held on the final exam day per the SHSU final exam schedule.
- 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.

**Medical Terminology E-Book: 200 Points**

- Eleven chapters include all body systems covered in the medical conditions portion of the course. The student will demonstrate completion of these eleven chapters and associated activities by turning in a **Complete Summary Sheet** (100 points).
- Additionally, a final comprehensive examination includes 200 questions. This is a timed exam (90 minutes), and must be completed after all other chapters, activities, and tests have been completed within the e-book. The final exam will be 100 points towards your final course grade.

**Content Assignments: 280 Points**

- All assignments must be turned in on Blackboard no later than the assigned due date.
- **Late assignments will not be accepted without proper documentation, and with the permission of the course instructor.**
- All assignments must have citations from appropriate sources.
- Assignments include:
  - Fifteen content reading review journals – 14 x 10 points = 140 points
  - Unit Review of Conditions – 3 x 20 points = 60 points
  - Application Question Assignments – 3 x 20 points = 60 points
  - Speaker Reflections – 2 x 10 = 20 points

**Quizzes: 60 Points**

- Quizzes will be given in Blackboard.
- Quizzes will be available on Blackboard only until the deadline for submission.

**Estimated Total Course Points = 850****Final Grade:** (grades will not be curved)

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| 100% to 90%      | = | <b>A</b> |
| 80% to 89.99%    | = | <b>B</b> |
| 70% to 79.99%    | = | <b>C</b> |
| 60% to 69.99%    | = | <b>D</b> |
| 59.99% and below | = | <b>F</b> |

**SHSU Policies** (see also: <http://www.shsu.edu/syllabus/>):

- 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 Honesty:** The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

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.

## 2. 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.