

GEORGE MASON UNIVERSITY
Department of Health, Fitness and Recreation Resources
FALL 2013

ATEP 450-001— Administration and Management in Athletic Training (3)

Day/Time:	M/W 9:00-10:15am	Location:	PW: BRH 258
Professor:	Mrs. Jessica Hunter	Email Address:	Jhunte12@gmu.edu
Office Location:	Bull Run Hall 220A	Phone Number:	703-993-2026
Office Hours:	Times by appointment	Fax Number:	703-993-2025
Department Website	www.gmu.edu/rht	Class Website	mymasonportal.gmu.edu

PRE/CO-REQUISITES

Pre-requisites: Formal acceptance to the professional phase of the ATEP; ATEP 150, 180, 250, 255, 256, 260, 265, 266, 270, 350, 355, 356, 360, 365, 366; HEAL 110, 230, 330; PHED 300, 450

Co-requisite: ATEP 456

COURSE DESCRIPTION

This lecture / seminar course will focus on the professional management and administrative issues in athletic training. Organization and administration topics will include the preparation in planning, designing, developing, organizing, implementing, directing, and evaluating an athletic training health care program and facility. Current issues in athletic training related to professional conduct and practice will also be discussed.

COURSE OBJECTIVES

The student will be able to:

1. Discuss the history and evolution of the athletic training profession;
2. Define the role of the Athletic Trainer as a member of the allied health community;
3. Describe confidential management of medical records;
4. Design an athletic training facility consistent with health and safety guidelines;
5. Develop an operating budget;
6. Demonstrate risk management assessment;
7. Discuss the policies and procedures associated with human resource management that protect employees and employers;
8. Compare and contrast the current trends in billing for athletic health care, including types of insurance systems, potential for 3rd party reimbursement, and claims management;
9. Discuss how injury surveillance is used in the management and care of the physically active;
10. Plan an athletic health care program, including annual pre-participation physical examinations and drug testing programs;
11. Explain basic legal concepts as they apply to a medical or allied health care practitioner's responsibilities (e.g., standard of care, scope of practice, liability, negligence, informed consent and confidentiality, and others);
12. Discuss current trends in athletic training state regulation;
13. Differentiate between ethical / unethical conduct in athletic training practice; and
14. Appraise the personal and professional issues that both limit and advance professional standing.

NATURE OF COURSE DELIVERY

This course will meet every Monday in a formal classroom and an on-line component will be available throughout the week.

ATTENDANCE

Students are expected to be on time, attend all class meetings and be prepared for in class assignments and projects. Excused absences include the following: illness (must bring a receipt or note from a doctor), family death, athletic/academic event, and others at the discretion of the instructor. For known upcoming absences, students must contact the instructor at least one week in advance to the missed class to make up work. In the case of illness or some other unforeseen absence, the student must contact the instructor via e-mail or telephone. At the next attended class meeting the student will discuss material that is to be completed *within one week of the absence*. It is the student's obligation to pursue any make-up work.

TECHNOLOGY USE DURING CLASS

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. Additionally, *no laptop computers* will be permitted for use during class time; the only exception is for use during presentations and projects. **E-MAIL CORRESPONDENCE**

Only messages that originate from a George Mason University address will be accepted. The following is an appropriate professional format:

Dear Ms. Hunter (*Beginning salutation*)

I am looking forward to your class. (*Text body*)

Regards, (*Ending Salutation*)

(*Your name*)

SPECIAL REQUIREMENTS

This course requires you to participate in the EDGE Ropes course on Prince William Campus. You are responsible for the fee associated with the course.

ACCREDITATION STANDARDS

Upon completion of this course, students will meet the following Commission on Accreditation of Athletic Training Education (CAATE) competencies and proficiencies

Code	Competency
AD-C2	Identify components of a medical record (e.g., emergency information, treatment documentation, epidemiology, release of medical information, etc.), common medical record-keeping techniques and strategies, and strengths and weaknesses of each approach and the associated implications of privacy statutes (Health Insurance Portability and Accountability Act [HIPAA] and Federal Educational Rights Privacy Act [FERPA]).
AD-C3	Identify current injury/illness surveillance and reporting systems.
AD-C7	Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases and discuss how they apply to the athletic trainer.
AD-C8	Identify key accrediting agencies for health care facilities (e.g., Joint Commission on Accreditation of Healthcare Organizations [JCAHO], Commission on Accreditation of Rehabilitation Facilities [CARF] and allied health education programs (e.g., Commission on Accreditation of Athletic Training Education [CAATE]) and describe their function in the preparation of health care professionals and the overall delivery of health care.
AD-C20	Differentiate the roles and responsibilities of the athletic trainer from those of other medical and allied health personnel who provide care to patients involved in physical activity and describe the necessary communication skills for effectively interacting with these professionals.

AD-P5	Use appropriate terminology and medical documentation to record injuries and illnesses (e.g., history and examination findings, progress notes, and others).
AD-P6	Use appropriate terminology to effectively communicate both verbally and in writing with patients, physicians, colleagues, administrators, and parents or family members.
AD-C1	Describe organization and administration of preparticipation physical examinations and screening including, but not limited to, developing assessment and record-keeping forms that include the minimum recommendations from recognized health and medical organizations, scheduling of appropriate health and medical personnel, and efficient site use.
AD-C4	Identify common human resource policy and federal legislation regarding employment (e.g., The Americans with Disabilities Act, Family Medical Leave Act, FERPA, Fair Labor Standards Act, Affirmative Action, Equal Employment Opportunity Commission).
AD-C5	Describe duties of personnel management, including (1) recruitment and selection of employees, (2) retention of employees, (3) development of policies-and-procedures manual, (4) employment performance evaluation, 5) compliance with nondiscriminatory and unbiased employment practices.
AD-C6	Identify principles of recruiting, selecting, and employing physicians and other medical and allied health care personnel in the deployment of health care services.
AD-C9	Identify and describe technological needs of an effective athletic training service and the commercial software and hardware that are available to meet these needs.
AD-C10	Describe the various types of health insurance models (e.g., health maintenance organization [HMO], preferred provider organization [PPO], fee-for-service, cash, and Medicare) and the common benefits and exclusions identified within these models.
AD-C11	Describe the concepts and procedures for third-party insurance reimbursement including the use of diagnostic (ICD-9-CM) and procedural (CPT) coding.
AD-C12	Explain components of the budgeting process, including purchasing, requisition, bidding, and inventory.
AD-C13	Describe basic architectural considerations that relate to the design of safe and efficient clinical practice settings and environments.
AD-C14	Describe vision and mission statements to focus service or program aspirations and strategic planning (e.g., “weaknesses, opportunities, threats and strengths underlying planning” [WOTS UP], “strengths, weaknesses, opportunities and threats” [SWOT]) to critically bring out organizational improvement.
AD-C15	Explain typical administrative policies and procedures that govern first aid and emergency care (e.g., informed consent and incident reports).
AD-C17	Explain basic legal concepts as they apply to a medical or allied health care practitioner’s responsibilities (e.g., standard of care, scope of practice, liability, negligence, informed consent and confidentiality, and others).
AD-C18	Identify components of a comprehensive risk management plan that addresses the issues of security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
AD-C19	Describe strategic processes and effective methods for promoting the profession of athletic training and those services that athletic trainers perform in a variety of practice settings (e.g., high schools and colleges, professional and industrial settings, hospitals and community-based health care facilities, etc.).
AD-C21	Describe role and functions of various community-based medical, paramedical, and other health care providers and protocols that govern the referral of patients to these professionals.
AD-C22	Describe basic components of organizing and coordinating a drug testing and screening program, and identify the sources of current banned-drug lists published by various

	associations.
AD-P1	Develop risk management plans, including facility design, for safe and efficient health care facilities.
AD-P2	Develop a risk management plan that addresses issues of liability reduction; security, fire, and facility hazards; electrical and equipment safety; and emergency preparedness.
AD-P3	Develop policy and write procedures to guide the intended operation of athletic training services within a health care facility.
AD-P4	Demonstrate the ability to access medical and health care information through electronic media.
AD-P7	Use a comprehensive patient-file management system that incorporates both paper and electronic media for purposes of insurance records, billing, and risk management.
AD-P8	Develop operational and capital budgets based on a supply inventory and needs assessment.
AD-C16	Identify and describe basic components of a comprehensive emergency plan for the care of acutely injured or ill patients, which include (1) emergency action plans for each setting or venue; (2) personnel education and rehearsal; (2) emergency care supplies and equipment appropriate for each venue; (3) availability of emergency care facilities; (4) communication with onsite personnel and notification of EMS; (5) the availability, capabilities, and policies of community-based emergency care facilities and community-based managed care systems; (6) transportation; (7) location of exit and evacuation routes; (8) activity or event coverage; and (9) record keeping.
PD-C16	Summarize the history and development of the athletic training profession.
PD-C17	Describe the theories and techniques of interpersonal and cross-cultural communication among athletic trainers, patients, administrators, health care professionals, parents/guardians, and other appropriate personnel.
PD-P1	Collect and disseminate injury prevention and health care information to health care professionals, patients, parents/guardians, other appropriate personnel and the general public (e.g., team meetings, parents' nights, parent/teacher organization [PTO] meetings, booster club meetings, workshops, and seminars).
PD-P2	Access by various methods the public information policy-making and governing bodies used in the guidance and regulation of the profession of athletic training (including but not limited to state regulatory boards, NATA, BOC).
PD-P3	Develop and present material (oral, pamphlet/handout, written article, or other media type) for an athletic training-related topic.
PS-CP1	Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem. Effective lines of communication should be established to elicit and convey information about the patient's status. While maintaining patient confidentiality, all aspects of the intervention and referral should be documented using standardized record-keeping methods.
PS-CP2	Demonstrate the ability to select and integrate appropriate motivational techniques into a patient's treatment or rehabilitation program. This includes, but is not limited to, verbal motivation, visualization, imagery, and/or desensitization. Effective lines of communication should be established to elicit and convey information about the techniques. While maintaining patient confidentiality, all aspects of the program should be documented using standardized record-keeping techniques.
RM-C3	Identify and explain the epidemiology data related to the risk of injury and illness related to participation in physical activity.
RM-C4	Identify and explain the recommended or required components of a preparticipation examination based on appropriate authorities' rules, guidelines, and/or recommendations.

RM-P6.2	Formulate and implement a comprehensive, proactive emergency action plan specific to lightning safety
RM-P6.3	Access local weather/environmental information
RM-P6.4	Assess hydration status using weight charts, urine color charts, or specific gravity measurements
RM-C15	Describe the components for self-identification of the warning signs of cancer.
RM-CP3	Demonstrate the ability to develop, implement, and communicate effective policies and procedures to allow safe and efficient physical activity in a variety of environmental conditions. This will include obtaining, interpreting, and recognizing potentially hazardous environmental conditions and making the appropriate recommendations for the patient and/or activity. Effective lines of communication shall be established with the patient, coaches and/or appropriate officials to elicit and convey information about the potential hazard of the environmental condition and the importance of implementing appropriate strategies to prevent injury.

REQUIRED TEXTBOOKS

1. Harrelson, G. (2009). Administrative Topics in Athletic Training: Concepts to Practice. Thorofare, NJ: Slack Incorporated.
2. Covey, S. (2004). The 7 Habits of Highly Effective People. New York, NY: Free Press
3. Covey, S. (2003). The 7 Habits of Highly Effective People Personal Workbook. New York, NY: Fireside.

RECOMMENDED READING

1. Ebel, R.G. Far Beyond the Shoe Box: 50 Years of the NATA. Ordered directly through the NATA
2. NATA. (2008). NATA Reference Series: Position, Consensus, Official and Support Statements. Ordered directly through the NATA.

EVALUATION

Blackboard Modules

Each week, a Blackboard module will be required for students to complete. The grading scale for each assignment will be posted on the assignment. Students will have a week to complete the assignment. Grading for the assignments will require students to meet indicated deadlines, contribute to the discussion and complete any indicated assignments. Each module will be available from Tuesday at 12pm to Sunday at 11:59pm. This section of the course will begin **Tuesday, September 3rd, 2013**.

Class Projects

A series of projects will be assigned throughout the semester to practically apply the knowledge and skills that are attained. The following is a list of the assignments with due dates:

Assignment	Points	Due
Personality Test Results	10	9-9-13
Three Strengths/ Three Weaknesses	10	9-9-13
Mission Statement Evaluation	10	9-23-13
AT Program Description	10	9-23-13
SWOT Analysis	15	10-7-13
Facility Design	25	10-7-13
Budget/ Inventory/Bid List	25	10-15-13
Forms for Documentation Of Injuries	10	10-21-13
Policy and Procedures	30	10-28-13
Emergency Action Plan	10	10-28-13
PPE Flow Sheet and Volunteer List	20	11-4-13
Job Description	10	11-25-13
Self SWOT	15	TBD

Covey Workbook: Throughout the semester we will be reading the 7 Habits of Highly Effective People by Covey, We will also be completing the workbook that goes along with the book.

Discussion Boards: In addition to class discussion. Students will be responsible for weekly discussion boards which will reflect the topic covered for the online module, and covey chapters. Specific instructions will be given in the thread of the discussion board. In order to obtain full credit all instructions must be followed.

Extra Credit

You may earn 10 points of extra credit by becoming a member of the NATA. Proof of registration must be shown by the last day of the class to receive credit.

Grading Scale

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Projects	13	Varies	200
Blackboard Modules	12	15	180
Covey Workbook	3	25	75
Discussion Boards	14	14	200
TOTAL	—	—	655

The student's final letter grade will be awarded based on the following scale:

A: 609.15 – 655 pts. (93%)	C+: 504.35 – 523.99 pts. (77%)
A-: 589.5– 609.14 pts. (90%)	C: 478.15– 504.34 pts. (73%)
B+: 569.85 – 589.49 pts. (87%)	C-: 458.5 – 478.14 pts. (70%)
B: 543.65 – 569.84 pts. (83%)	D: 412.65– 458.49 pts. (63%)
B-: 524 – 543.64 pts. (80%)	F: < 412.64 pts

Class Participation & Discussion

Students will be expected to read the appropriate chapters and cases for the textbook before coming to class. Attending, being prompt, and active participation are important components of this course. We will have multiple discussions on current issues which may include participants having to bring topics to engage in critical thinking as professionals.

MAKE UP WORK:

Students who are absent or who arrive late without an official university or a medical doctor's excuse may miss quizzes or other in-class activities. There will be no make-up quizzes or exams unless an excused absence has been warranted. Students who miss an examination quiz or other class activity because of an excused absence must complete the assignment on their first time back in class. All make-up work must be completed *within one week of the absence*. It is the student's obligation to pursue any make-up work.

LATE ASSIGNMENTS

All work is due at the beginning of class time on the indicated day. **NO LATE WORK WILL BE ACCEPTED!**

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.



TENTATIVE COURSE SCHEDULE

	TENTATIVE TOPIC	READINGS
8-26-13	Introduction to course/ on-line learning. Covey Information History of Athletic Training. <i>Journal of Athletic Training 1999;34(1):53-61</i>	<i>Covey Workbook: Paradigms, Principles, The 7 Habits</i>
8-28-13	“You have one minute to explain what an athletic trainer is/ does to a rising freshmen parent. Your time starts now!” Why did you choose Athletic Training as a major?”	<i>Covey Workbook: Paradigms, Principles, The 7 Habits</i>
9-2-13	NO CLASS	
9-4-13	Improving Personal Effectiveness “Did YOU think the Personality Test Results reflect your personality, Describe how the results reflected your personality and how they did not?”	**Personality Test Chapter 10 Covey Habit 1: Be Proactive
9-9-13	Improving Personal Effectiveness *Three Strengths/ Weaknesses	Chapter 10
9-11-13	Leadership and Management “Does your personality type explain your weaknesses? How can you improve upon them?”	Chapter 1
9-16-13	Leadership and Management *AT Program Description *Mission Statement Evaluation	Chapter 1
9-18-13	Improving Organizational Performance “Based on your Personality type and Leadership style how will you manage people under you? What strategies will work? What do you need to be aware of for the future so you can manage effectively? Does your personality type match the AT program description?”	Covey Habit 2: Begin with the end in mind
9-23-13	Improving Organizational Performance *SWOT *Facility Design * Covey Workbook up to Chap3	Chapter 11
9-25-13	“What works at your site? What does not? Is there a change that can be made? Utilizing covey’s third habit, What is a priority and what can wait with regards to the plans of change”	Covey Habit 3: Put First things First
9-30-13	Ropes Course	
10-2-13	Budgeting “Make a Proposal to the PTSA President for something that is needed at your site. (Big ticket item) Make sure you have justification.”	Covey Habit 4: Think Win/ Win Chapter 3
10-7-13	Budgeting *Inventory *Budget *Bid List	Chapter 3
10-9-13	Insurance and Reimbursement Medical Records and Documentation How has the new health care laws affected Athletic training?” Interview an athletic trainer and report back a situation in which medical records were critical.” ““Why are medical records and documentation important?”	Chapter 9 Chapter 8
10-15-13	Insurance and Reimbursement Medical Records and Documentation *Forms for Documentation	Chapter 9 Chapter 8
10-16-13	Risk Management “What is one issue at your site that was avoided because of the	Covey Habit 5: Seek First to Understand

	<i>Policies and procedures in place. Are the policies and procedures at your site up to date and current? Do they follow NATA recommendations? Please give details in both instances.</i>	Chapter 2
10-21-13	Risk Management (Guest Speaker: Jon A) <i>*Policies and Procedures *EAP</i>	Chapter 2
10-23-13	PPE <i>“If you have attended a PPE, what has worked and what has not worked, How would you have handled the PPE? If you have not attended a PPE, : What is the importance of the PPE, interview an Athletic Trainer other than your preceptor as to what information they find important on a PPE, is there one particular case that stands out in their mind where the PPE was of most significance.”</i>	
10-28-13	PPE (Guest Speaker Mary C, thesis on PPE’s) <i>*PPE Flow Chart & Volunteer List</i>	
10-30-13	Ethical Practice <i>“All we do is win win win no matter what! Was there a situation this semester/ in which “winning” may have come at a “cost” to you or someone you interacted with. Was it worth it?”</i>	Chapter 5
11-4-13	Ethical Practice	Chapter 5
11-6-13	Issues in Clinical Settings Issues in Educational Settings <i>“Research and discuss one issue in the clinical setting that we discussed that you feel is important to you or may affect you.”“What was one thing you had a complaint about but now that you have more information you understand why it is the way it is.”</i>	Covey Habit 6: Synergize Chapter 7 Chapter 6
11-11-13	Issues in Clinical Settings Issues in Educational Settings	Chapter 7 Chapter 6
11-13-13	Human Resources; getting the job <i>“Of the information presented to you this semester what do you think you will use the most to secure the job of your dreams.”</i>	Covey Habit 7: Sharpen the Saw Chapter 4
11-18-13	Human Resources; getting the job <i>*Job Description</i>	Chapter 4
11-20-13	Professional Socialization	Chapter 12
11-25-13	Professional Socialization <i>*SELF SWOT</i> <i>“You are on an Interview: Tell me about yourself?” Please compare and contrast your answer from the beginning of the semester. What has changed? How have your grown? What strategies do you have in place that you did not have at the beginning of the semester, if any?</i>	Chapter 12
12-2-13	Manners Matter! Etiquette: Guest Speaker	
TBD	Final Thoughts	
Notes: Faculty reserves the right to alter the schedule as necessary.		

Student Acknowledgement of Syllabus

I, _____, by signing below, attest to the following:
(Print First and Last Name)

*I have read the course syllabus for ATEP 450 in its entirety, and I understand the policies contained therein. This syllabus serves as an agreement for ATEP 150 between me and the instructor.

*I have a clear understanding of the due dates for assignments and examinations, and I accept responsibility for the material.

*I am aware that failure to submit assignments by the dates assigned will result in no points awarded as late work will not be accepted.

*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access Blackboard e-mail for announcements and assignments.

(Signature)

(Date)

(Student Copy: This copy should remain attached to your syllabus)

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*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access my Blackboard e-mail for announcements and assignments.

(Signature)

(Date)

(Instructor Copy: Submit to the instructor at the end of the first class meeting)