

George Mason University
College of Education and Human Development
ATEP 450-A02 Administration and Management in Athletic Training (3)
Summer 2020

Faculty

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Prerequisites/Co-requisites

Pre-requisites: Formal admission to Professional Masters ATEP and a grade of B-or better in the following courses: ATEP 510,520, 530, 540, 550, 555, 560, 565, 566, 570, 575

Co-requisite: ATEP 656

University Catalog Course Description

Focuses on the professional management and administrative issues in athletic training including the planning, designing, development, organization, implementation, direction, and evaluation of a health care program. Discusses current issues in athletic training related to professional conduct and practice.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 21st, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: You will participate in weekly discussions around various topics in each unit. Because asynchronous courses do not have a “fixed” meeting day, our week will start on Sunday, and finish on Saturday. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting with the instructor via telephone or web conference to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.*

Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

At the completion of this course the student will be able to:

1. Order the history and evolution of the athletic training profession;
2. Appraise the role of the Athletic Trainer as a member of the allied health community;
3. Construct a resume and demonstrate personal interview skills
4. Defend confidential management of medical records;
5. Design an athletic training facility consistent with health and safety guidelines;
6. Develop an operating budget;
7. Summarize risk management assessment;
8. Consider the policies and procedures associated with human resource management that protect employees and employers;
9. 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;
10. Justify how injury surveillance is used in the management and care of the physically active;
11. Create an athletic health care program, including annual pre-participation physical examinations and drug testing programs;
12. Reframe 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);
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.
15. Summarize current trends in state regulation.

Accreditation Standards

The course meets Commission on Accreditation of Athletic Training Education (CAATE) competencies and proficiencies in one or more of the following content areas: evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, professional development and responsibility.

Required Texts

1. Kutz, M. R. (2019). Leadership and Management in Athletic Training: An Integrated Approach. Burlington, MA: Jones & Bartlett

Recommended Reading

1. Casa, Douglas (2012). Preventing Sudden Death in Sport and Activity. Sudsbury, MA: Jones & Bartlett Learning.
2. Patterson, Kerry (2012). Crucial Conversations 2nd Edition. McGraw Hill.
3. Harrelson, G. (2016). Administrative Topics in Athletic Training: Concepts to Practice. Thorofare, NJ: Slack Incorporated.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Discussion board & Participation

Students will be expected to read the appropriate chapters and cases from the textbook and other given materials before each unit. Students are expected to be prompt with discussion board and responses for each unit. Each unit will be from Sunday at 12pm-Saturday at 11:59 pm. Students can use additional materials, experiences, and other knowledge to bring into critical thinking exercises and discussions.

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.

Project	Points	Due
Essential Documents Analysis	50	5/23
Athletic Training Room Facility Design/Evaluation	100	5/30
Budget Project	50	6/13
Policies and Procedures Group Project	100	6/27
Professional Portfolio	100	7/4

Grading

Assessment Method	Number	Points Each	Points Total
Projects	5	Varies	400
Blackboard Units/Discussions	5	20	100
Professional Portfolio	1	100	100
Total Points			600

Grading Scale

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

- A: (93%)
- A-: (90%)
- B+: (87%)
- B: (83%)
- B-: (80%)
- C+: (77%)
- C: (73%)
- F: (<70%)

Grading

Every attempt will be made to grade and return assignments in a timely manner to provide students with constructive feedback. To provide students the opportunity to fully assess the feedback provided on graded assignments, the professor will be happy to answer any questions following the return of the assignments. The professor acknowledges the passion with regards to grades, but unprofessional and uncivil behavior will not be tolerated.

Late Assignments

All work is due on the listed due date. **NO LATE WORK WILL BE ACCEPTED AND WILL RESULT IN A 0 GRADE!**

Professional Dispositions

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

E-mail Correspondence

Only messages that originate from a George Mason University address will be accepted.

As a future health care practitioner, the ability to present yourself and communicate in a professional manner is essential, including the use of e-mail. The following is an appropriate professional format that should be followed for his class, as well as any other instructors/preceptors:
(Beginning salutation) Dear Dr./Mr./Mrs. *Last*

Name (Text body) I have a question regarding...

(Ending Salutation) Regards/Respectfully/Sincerely,

(Your Name) First and Last

Class Schedule

Date	TENATIVE TOPIC	READINGS
5/18-5/23	History of Athletic Training, Developing Sports Medicine team, Communication Strategies for athletic trainers, Ethical Practice and Decision Making *Essential Documents Analysis due 5/23 * Establish Groups and plan for group assignment.	NATA Athletic Training Educational competencies, BOC standards of Professional practice, the NATA code of Ethics, & BOC Role Delineation Study/Practice Analysis. Chapters 1, 2, 3, 15
5/24-5/30	Budgeting, Issues in Educational/Clinical Settings, Insurance/Reimbursement, Financial Management, Legal Issues and Risk Management *Athletic Training Facility Design/Evaluation 5/30	Chapters 9, 10, 11, 12, 14
5/31-6/6	Leadership and Management, improving organizational performance, improving personal effectiveness, development of sports medicine team, communication strategies, professional preparation, Strategic thinking and program planning *Work on Group Project this week * Documentation and EMR Evaluation Due 6/6	Chapters 5, 6, & 7, 13
6/07-6/13	Medical Records/Documentation *Budget Project Due 6/13	Chap 9, 10, 11 for assignment
6/14-6/20	Professional Socialization, Interviews, Employment issues in athletic training, Strategic thinking and Program planning, International Athletic Training, Professional Preparation *Final Policy and Procedure Group Project Due 6/27	Chapter 4, 16
6/21-7/4	*Professional Portfolio Due 7/4 Finding a job, Human Resource Management, Employee Retention and Promotion	Chapters 8

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Discussion board & Participation

Students will be expected to read the appropriate chapters and cases from the textbook and other given materials before each unit. Students are expected to be prompt with discussion board and responses for each unit. Each unit will be from Sunday at 12pm-Saturday at 11:59 pm. Students can use additional materials, experiences, and other knowledge to bring into critical thinking exercises and discussions.

Essential Documents Analysis- Write at least 4 pages and discuss and explain why the essential documents (NATA *Athletic Training Educational Competencies*, the BOC *Standards of Professional Practice*, the NATA *Code of Ethics*, and the BOC *Role Delineation Study/Practice Analysis*) play an important role on the profession of athletic training. Use concrete examples from these documents to support your discussion/analysis.

Athletic Training Facility Design/Evaluation: The Facility design project include the creation of facility layout diagram, evaluation of a clinical site using the BOC Best practices facility evaluation and creation of an inventory (this inventory will be used for the Budget assignment). The facility design will assist the student with comprehension, appraisal and application of skills related to facility design for optimal and safe patient care.

Using the BOC Facility Principles document, students will evaluate their current clinical site. The checklist begins on page 3 of the document, which can be found (download PDF form) on the Board of Certification's website at www.bocafc.org/public-protection#facility-principles. For each item, indicate whether or not it has been met and write comments on each one. Review your final report with your preceptor, have your preceptor sign it, and then submit it by the due date. Students will earn points for completion of required evaluation/comments using the evaluation form, preceptor review/signature and on time submission.

Students will prepare a room diagram outlining location of modalities, safety features (e.g. GFI Outlets, lights, traffic flow, emergency exits, etc) that meets the needs of the patient population. Facility Layout Rubric: Layout compliant with patient care needs (flow, number of patients, layout of treatment tables, etc.) Format, organization and design (scale, legend, metrics for size, etc.). Specific rubric is in assignment specification on Blackboard.

Budget Assignment

The students will create an inventory, purchasing and budget management plan. The budget assignment will assist the student with comprehension, appraisal and application skills related to supply/inventory management for optimal and safe patient care. Expected format for the inventory, budget, and purchasing component of the assignment includes a table/spreadsheet using categories (e.g., wound/first aid/prevention, emergency management, therapeutic intervention, etc) with item(s), unit price(s), quantity in inventory and estimated need to optimally provide care for respective site. Students should review types of budgets, implementation of budget, bidding, quote requests, purchase order, requisition, invoicing, etc. processes (in textbook) as part of the assignment; however, DO NOT CONTACT any vendors about items (bid sheets will be provided). Grading Rubric: Format, Organization, Details (50 points), Included inventory table (Expendable and capital) using appropriate headings/organization (25 points), Requests and appropriate justification requirements for equipment purchase (capital, surplus, etc.) complete per guidelines (25 points). Total Points: 100 Points.

Policy and Procedure Document and Risk Management Group Assignment

Assignments within the policy and procedure document and risk management area includes the creation of Vision and Mission Statements, development of Medical Conditions Management Policies and procedures, creation of Emergency Action Plan(s), development of a Drug Testing Policy and procedures, creation of a concussion management plan (including policy, procedure, take home instructions, and return to sport guidelines), creation of a Psychological Well-Being Plan (including defining psychological considerations, policy and procedure for identification, referral and management), and development of a Medication Policy (includes supplements/herbal remedies, OTC, and Rx medications). The Policy and Procedure Document and Risk Management components will assist the students with comprehension, appraisal and application of skills related to facility and personnel management, risk mitigation and patient care. A final and complete version of the entire manual is due at the end of the course.

For the facility to run efficiently, a policies and procedures manual and risk management plan are necessary. Groups will develop these documents for the athletic training facility that both implement the intentions of the mission and vision statement and provide a set of working directions for every aspect of the facility. This document should spell out the day-to-day function of the athletic training room or clinic. This part of the assignment should be well researched. Please refer to the text book for further information. Working in groups, students will complete components of the larger project.

Students will use the information below and the sample Table of Contents document provided on Blackboard. At minimum, students should prepare information for each topic listed on the Table of Contents document (located on Blackboard). Students will receive a common group grade (unless reductions warranted on group evaluation form-see below) using the following criteria; Included a Table of Contents, On time Submission, appropriate policy management plans, content, clarity, organization, accuracy of information, citations and group participation.

Group Evaluation Form: Each student will complete the feedback and evaluation form (provided on Blackboard) for each member of the team and consider the knowledge, engagement, attendance,

communication and professionalism of group members throughout the completion of the assignment. Students will receive points for adherence to deadlines and providing comments/scores for each member of the group. Students within the group who do not receive an average of 4/5 or higher from their peers will have a reduction in scoring (up to 10 points) on his/her Policy & Procedure Document Grade.

Specific Assignment Criteria and Rubric is listed under the assignment section on Blackboard.

Professional and Administration Portfolio

Students will compile a professional portfolio that can be utilized as graduate school and employment are being pursued. Included in the portfolio will be a cover/application letter, resume, reference letters, examples of work/projects, certifications, pictures, and 5 other professionally related items.