

**GEORGE MASON UNIVERSITY**  
**Department of Health, Fitness and Recreation Resources**  
**FALL 2011**

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

Day/Time:	M/W 9:00-10:15am	Location:	BRH 212
Professor:	Dr. Amanda Caswell	Email Address:	aalleni@gmu.edu
Office Location:	Bull Run Hall 208D	Phone Number:	703-993-9914
Office Hours:	M/W10:30- 11:45am Other times by appointment	Fax Number:	703-993-2025
Department Website	<a href="http://www.gmu.edu/rht">www.gmu.edu/rht</a>	Class Website	<a href="http://mymasonportal.gmu.edu">mymasonportal.gmu.edu</a>

### **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. Construct a resume and demonstrate personal interview skills ;
4. Describe confidential management of medical records;
5. Design an athletic training facility consistent with health and safety guidelines;
6. Develop an operating budget;
7. Demonstrate risk management assessment;
8. Discuss 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. Discuss how injury surveillance is used in the management and care of the physically active;
11. Plan an athletic health care program, including annual pre-participation physical examinations and drug testing programs;
12. 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);
13. Discuss current trends in athletic training state regulation;
14. Differentiate between ethical / unethical conduct in athletic training practice; and
15. Appraise the personal and professional issues that both limit and advance professional standing.

## COURSE OVERVIEW

This didactic course will focus on the development of cognitive competencies necessary for the safe, effective, and evidenced-based application of administration and management in treating a physically active patient population and directing an athletic training health care program

### Hybrid Course

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.

### 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**

#### **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.

#### **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 6<sup>th</sup>, 2011*.

#### **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, public education project, interview summary and 5 other professional related items. Refer to the grading sheets at the end of the syllabus.

## 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
AT Program Description	10	TBA
Resume & Cover Letter	30	9-26
Job Description	20	12-5
Emergency Action Plan	20	10-24
Policy and Procedures	20	10-24
Inventory	20	10-31
Budget	20	10-31
Bid List	20	11-7
Facility Design	20	11-3
PPE with FCPS	50	TBA
SWOT Analysis	20	10-11
Mission Statement Evaluation	20	10-11
Interview Reflection	30	11-28

## 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	14	Varies	300
Blackboard Modules	12	15	180
Professional Portfolio	1	100	100
Covey Workbook	3	25	75
<b>TOTAL</b>	—	—	<b>655</b>

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.

## 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.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/1301gen.html>].
- 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.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *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/>].

### *School of Recreation, Health, and Tourism*

- 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/>].

**TENTATIVE COURSE SCHEDULE**

	<b>TENTATIVE TOPIC</b>	<b>READINGS</b>
8-29	Introduction to course	
8-31	Introduction to on-line learning; Leadership and Management; Covey Information	Chpt 1
9-7	Ethical Practice	Chpt 5
	<i>Covey Workbook: Paradigms, Principles, The 7 Habits</i>	
9-12	Improving Personal Effectiveness	Chpt 10
9-14	Improving Organizational Performance	Chpt 11
	<i>Covey Workbook: Habit 1</i>	
9-19	Human Resources; interviewing, getting the job <b>*Class starts at 7:30am*</b>	Pg 65-69
9-21	Issues in Educational Settings	Chpt 6
	<i>Covey Workbook: Habit 2</i>	
9-26	Issues in Educational Settings	Chpt 6
9-28	Risk Management	Chpt 2
	<i>Covey Workbook: Habit 3</i>	
10-3	Risk Management <b>*Covey Workbook Due*</b>	Chpt 2
10-5	Risk Management	Chpt 2
<b>10-11</b>	Risk Management	Chpt 2
10-12	PPE	Assigned On-line
	<i>Covey Workbook: Habit 4</i>	
10-17	PPE <b>*Class starts at 7:30am*</b>	Chpt 7
10-19	Budgeting	Chp 3
	<i>Covey Workbook: Habit 5</i>	
10-24	Budgeting	Chp 3
10-26	Insurance and Reimbursement	Chpt 9
	<i>Covey Workbook: Habit 6</i>	
10-31	Insurance and Reimbursement	Chpt 9
11-2	Medical Records and Documentation	Chp 8
	<i>Covey Workbook: Habit 7</i>	
11-7	Medical Records and Documentation <b>*Covey Workbook Due*</b>	Chp 8
11-9	Issues in Clinical Settings	Chpt 7



11-14	<i>You will be attending, managing and planning a PPE for FCPS. Date and time TBD.</i>	
11-16	<i>You will be attending, managing and planning a PPE for FCPS. Date and time TBD</i>	
11-21	Interview	
11-28	Human Resources <i>Covey Workbook: So What Now?</i>	Chpt 4
11-30	Professional Socialization	Chpt 12
12-5	Professional Socialization <b>*Covey Workbook Due*</b>	Chpt 12
12-7	Dinner at Dr. Mrs. Caswell's House 5pm~ Professional Portfolio	
12-19	<b><i>Final Examination 7:30am</i></b>	

**Notes:** *Faculty reserves the right to alter the schedule as necessary.*

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

**PROFESSIONAL PORTFOLIO PROJECT**

*100 Total Points*

*\*Include this sheet in your portfolio\**

This project will result in a professional portfolio that the student will be able to use when seeking graduate school and employment. The following are a sample of the items that will be in the professional portfolio:

\_\_\_\_\_/15 pts Cover letter or application letter

\_\_\_\_\_/25 pts Resume

\_\_\_\_\_/10 pts 2 Reference Letters outside of the GMU ATEP faculty

\_\_\_\_\_/15 pts 3 Examples of academic work

\_\_\_\_\_/10 pts Certificates and certifications

\_\_\_\_\_/25 pts 5 other professional related items of choice that include descriptions/narratives

\_\_\_\_\_-pts Negative points for grammar issues, neatness, readability, unprofessional appearance

**\_\_\_\_\_/100 pts**