

**GEORGE MASON UNIVERSITY**  
**Department of Health, Fitness and Recreation Resources**  
**FALL 2014**

**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.

**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.

## **E-MAIL CORRESPONDENCE**

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

Dear Mrs. Hunter (*Beginning salutation*)

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

Regards, (*Ending Salutation*)

(*Your name*)

## **MEDICAL PROFESSIONALISM**

It is critical each student conduct themselves in an appropriate manner and decorum fitting of a health care provider. Making light of injuries, conditions, or illnesses that is not respectful to the class, instructor, or patient study will not be tolerated. Submission of documents or assignments should not include personal information and comply with Health Insurance Portability & Accountability Act (HIPPA) regulations.

## **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**

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 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 3<sup>rd</sup>, 2014**.

### 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     | 9-8-14   |
| Three Strengths/ Three Weaknesses   | 10     | 9-8-14   |
| Mission Statement Evaluation        | 10     | 9-22-14  |
| AT Program Description              | 10     | 9-22-14  |
| SWOT Analysis                       | 15     | 10-6-14  |
| Facility Design                     | 25     | 10-6-14  |
| Budget/ Inventory/Bid List          | 25     | 10-14-14 |
| Forms for Documentation Of Injuries | 10     | 10-20-14 |
| Policy and Procedures               | 30     | 11-10-14 |
| Emergency Action Plan               | 10     | 11-10-14 |
| PPE Flow Sheet and Volunteer List   | 20     | 11-17-14 |
| Job Description                     | 10     | 11-24-14 |
| Self SWOT                           | 15     | 12-1-14  |

**Covey Workbook:** Though out 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 AND Chapter Quizzes | 12     | 15          | 180          |
| Covey Workbook                         | 3      | 25          | 75           |
| Discussion Boards                      | 14     | 14          | 200          |
| <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                |

### **Class Participation & Discussion**

Students will be expected to read the appropriate chapters and cases from the textbook, review the Blackboard Module online corresponding with the subject matter 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**

|                     | <b>TENTATIVE TOPIC</b>  |  |
|---------------------|---|--|
| 8-25-14             | Introduction to course/ on-line learning. Covey Information.<br>History of Athletic Training.<br><i>Journal of Athletic Training 1999;34(1):53-61</i>                                 |  |
| 8-27-14             | History of Athletic Training.<br>Complete Online Blackboard Modules, Discussion Board Question, Read Chapter 10, Covey Workbook: Paradigms, Principles, The 7 Habits, & Covey Habit 1 |  |
| 9-1-14              | NO CLASS  |  |
| 9-3-14              | Improving Personal Effectiveness<br>Complete Online Blackboard Modules, Discussion Board Question, Take ONLINE Personality Test, Read Chapter 10 & Covey Habit 1: Be Proactive        |  |
| 9-8-14              | Improving Personal Effectiveness<br>DUE: *Personality Test, *Three Strengths/ Weaknesses, Covey Habit #1. Chapter 10 quiz in class.   |  |
| 9-10-14             | Leadership and Management<br>Complete Online Blackboard Modules, Discussion Board Question & Read Chapter 1   |  |
| 9-15-14             | Leadership and Management<br>Chapter 1 quiz in class.   |  |
| 9-17-14             | Improving Organizational Performance<br>Complete Online Blackboard Modules, Discussion Board Question, Read Chapter 11, & Covey Habit #2.   |  |
| 9-22-14             | Improving Organizational Performance<br>DUE *AT Program Description, *Mission Statement Evaluation, Covey Habit #2.<br>Chapter 11 quiz in class.                                      |  |
| 9-24-14             | Complete Discussion Board Question & Read Covey Habit 3: Put First things First   |  |
| 9-29-14             | <b>Ropes Course</b> DUE : <i>Covey Habit #3</i>   |  |
| 10-1-14             | Budgeting<br>Complete Online Blackboard Modules, Discussion Board Question, Read Chapter 3, Covey Habit #4  |  |
| 10-6-14             | Budgeting<br>DUE: *SWOT *Facility Design ,Covey Habit #4, Chapter 3 Quiz in class   |  |
| 10-8-14             | Insurance and Reimbursement<br>Medical Records and Documentation<br>Complete Online Blackboard Modules, Discussion Board Question & Read Chapters 9 and 8, Covey Habit #5             |  |
| TUESDAY<br>10-14-14 | Insurance and Reimbursement<br>Medical Records and Documentation<br>DUE: *Inventory *Budget *Bid List, Covey #5. Chapters 9 and 8 quiz in class.                                      |  |
| 10-15-14            | Risk Management<br>Complete Discussion Board Question & Read Chapter #2   |  |
| 10-20-14            | Risk Management<br>DUE: *Forms for Documentation. Chapter 2 quiz in class.  |  |
| 10-22-14            | PPE<br>Complete Online Blackboard Modules, Discussion Board Question & Read Covey #6.   |  |
| 10-27-14            | PPE<br>DUE: Covey #6.   |  |
| 10-29-14            | Ethical Practice<br>Complete Online Blackboard Modules, Discussion Board Question & Read Chapter 5.   |  |

|  |   |  |
|--|---|--|
| 11-3-14  | Ethical Practice<br>Chapter 5 quiz in class   |  |
| 11-5-14  | Issues in Clinical Settings<br>Issues in Educational Settings<br>Complete Online Blackboard Modules, Discussion Board Question & Read Chapters 7 and 6. |  |
| 11-10-14   | Issues in Clinical Settings<br>Issues in Educational Settings<br>DUE: *Policies and Procedures *EAP. Chapter 7&6 quiz in class.                         |  |
| 11-12-14   | Human Resources; getting the job<br>Complete Online Blackboard Module, Discussion Board Question & Read Chapter 4                                       |  |
| 11-17-14   | Human Resources; getting the job<br>DUE: *PPE Flow Chart & Volunteer List. Chapter 4 quiz in class.   |  |
| 11-19-14   | Professional Socialization<br>Complete Online Blackboard Module, Discussion Board Question & Read Chapter 12  |  |
| 11-24-14   | Professional Socialization<br>Due: *Job Description. Chapter 12 quiz in class. Read Covey Habit #7  |  |
| <b>12-1-14</b>   | Manners Matter!<br>Due: *SELF SWOT, Covey Habit #7  |  |
| TBD  | Final Thoughts  |  |
| <b>Notes: Faculty reserves the right to alter the schedule as necessary.</b> |   |  |

## 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 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)*