

George Mason University
College of Education and Human Development
ATEP 650-001 Administration and Management in Athletic Training (3)
Summer 2018

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, 2018.

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
- 2.

Recommended Reading

1. Casa, Douglas (2012). Preventing Sudden Death in Sport and Activity. Sudbury, 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 (ATEP 450 & 650)

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	5/26
Budget Project	30	6/2
(650 Students Only) EBM Assignment	100	6/2
Policy and Procedures Manual Assignment	100	6/9
Athletic Training Room Facility Design	100	6/16
Professional Portfolio	100	6/23

Grading

Assessment Method	Number	Points Each	Points Total
Projects	5	Varies	380
Blackboard Units/Discussions	5	20	100
Professional Portfolio	1	100	100
EBM Project (650 Students Only)	1	100	100
Total			680

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
5/20-5/26	History of Athletic Training, Risk Management, State License, Legal Issues, Professional Ethics *Essential Documents Analysis due 5/26	NATA Athletic Training Educational competencies, BOC standards of Professional practice, the NATA code of Ethics, & BOC Role Delineation Study/Practice Analysis. Chapters 1, 12, 15
5/27-6/2	Budgeting, Medical Records/Documentation, Issues in Educational/Clinical Settings, Insurance/Reimbursement, Financial Management *Budget Project Due 6/2 * (650 Students Only)-EBM Assignment Due 6/2	Chapters 9, 10, & 11
6/3-6/9	Leadership and Management, Improving organizational performance, Improving personal effectiveness, development of sports medicine team, communication strategies, professional preparation *Policy and Procedures Manual Due 6/9	Chapters 2, 3, 4, 5, & 6
6/10-6/16	Key concepts of Management, Facility Design and Management *Athletic Training Room Facility Design Due 6/16	Chapter 7 & 14
6/17-6/23	Professional Socialization, Interviews, Employment issues in athletic training, Strategic thinking and Program planning, International Athletic Training, Human resources and organizational development *Portfolio Due 6/23	Chapter 8, 13, & 16

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://coursessupport.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 (ATEP 450 & 650)

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.

Budget- Through this project you will develop a zero based budget for your athletic training facility. A line item budget for materials, supplies, and equipment replacement and purchase must be included. A short discussion of your philosophy of how you came up with your budget process.

Professional and Administration Portfolio (ATEP 450 & 650)

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. Refer to the grading sheets at the end of the syllabus

Essential Documents Analysis (ATEP 450 & 650)- 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.

Evidence-Based Medicine (EBM) Assignment (**ATEP 650 Students Only**)

Students will answer clinical questions by performing an evidence-based medicine search to identify an original research for critical review. The student will present a clinical scenario and then relate the evidence to this clinical case. See included directions.

Policies and Procedures Manual (ATEP 450/650): An important element in assessing an athletic trainers' ability to manage an athletic sports medicine program is the extent to which they can plan for the major procedural elements they are likely to face in actual practice/game scenarios. The student will be evaluated on their ability to develop a policies and procedures manual for a mythical athletic sports medicine program. Include plans of care for common potential emergent conditions, PPE, FA, and emergent care plans. Medical records for your program must be included, and risk management plans.

Athletic Training Facility Design (ATEP 450/650):

Evidence-Based Medicine (EBM) Assignment

Evidence-based medicine (EBM) is the practice of medicine based on the best available evidence. Health professionals caring for children and adults need to be aware of the evidence about the benefits and harms of preventive methods, diagnostic strategies, treatments, and rehabilitative techniques in order to provide optimal care to their patients.

Objectives:

On completion of the assignment you should have:

1. Improved your internet (Pubmed) searching skills for relevant evidence
2. Gained practice and skill in critically appraising an original research paper
3. Learned how to apply evidence to clinical practice.

This assignment assesses your ability to find evidence and critically review a paper using the strategies that you have learned in the Foundations courses.

What is required?

You are required to answer the clinic question. The questions cover five EBM themes:

1. Diagnosis
2. Intervention
3. Prognosis
4. Systematic review/Meta-Analysis
5. Harm/Risk

You are required to do an EBM search and identify ONE original research paper relevant to the clinic question below. (Example)

Diagnosis

- What is the diagnostic accuracy the rectal thermometry for acute exertional heat illness?
-

Intervention

- What is the most effective treatment for pediatric patients diagnosed with acute exertional heat illness?

Prognosis

- What are the outcomes of pediatric patients receiving ice bath for acute exertional heat illness?

Systemic Review

- Is rectal thermometry and ice bath combined better than ice bath alone for pediatric patients suffering from acute exertional heat illness?

Harm/Risk

- What risk factors are associated with increased mortality pediatric patients suffering from acute exertional heat illness?

Format of Assignment

Front Cover

1. Ensure that your name, date and class number/title appear on the front cover (First Page)
2. Also include the clinical question you have selected and the title of the paper you have selected to review.

Presentation

- Begin by creating a brief (real or hypothetical) scenario where the clinical question you selected may be relevant.
- The assignment requires that you answer a series of EBM questions on study types that were covered in the Foundation courses. The nature of these questions on the type of study you have selected, e.g. diagnosis or prognosis.
- You should also review your Foundations course materials and readings for examples of what kind of responses are expected of you.

Original Paper

- Remember to include a copy of your selected paper/manuscript together with your assignment. (Tip: It is best to save the paper you download in .pdf (Acrobat) rather than .html format).

Assessment

- You will be rewarded for your ability to create relevant real or hypothetical scenario related to your chosen question, and for your ability to relate the selected paper to this scenario.
- You will be rewarded for your ability to identify a relevant original paper on the topic, i.e. to search and identify the most relevant paper. In your presentation indicate your search strategy, including:
 1. Your PICO question.
 2. Search terms and strategy you used,
 3. Number of relevant articles you found using different search terms, and
 4. Why you chose to review the paper you selected, instead of any others.

The majority of the grade will be awarded for your critique of the paper. You are asked to record a “yes” “no” or “can’t tell” to most of the questions, followed by a short explanation for your selected response. A number of italicized prompts are given after each question. These are designed to remind you why the question is important.

Grading

The table below indicates the relative points placed on individual components of the assignments in general. There may be modifications made based on the clinical question/type of study chosen.

Section	Points
Scenario	5
Structured clinical (PICO) question	10
Search strategy and ability identified to answer clinical question	10
Are the results valid?	10
Are the results important?	20
Will the results help me in caring for my patient?	20
Clinical bottom line	25