

GEORGE MASON UNIVERSITY
Department of Health, Fitness and Recreation Resources
FALL 2018

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

Day/Time:	M/W 9:00-10:15am	Location:	PW:
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.

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. This content area is what the BOC questions are based off of and if the student would like to work ahead in preparation they may do so. The quiz for each module will be completed before class for that specific topic to ensure that the student is prepared to discuss the topic in class and contribute to the conversation.

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	9-10-18
Three Strengths/ Three Weaknesses	10	9-10-18
Mission Statement Evaluation	10	10-1-18
AT Program Description	10	10-1-18
SWOT Analysis	10	10-29-18
Budget/ Inventory/Bid List	10	11-12-18
Forms for Documentation Of Injuries	10	11-12-18
Facility Design	15	11-19-18
PPE Flow Sheet and Volunteer List	10	11-19-18
Job Description	10	11-19-18
Policy and Procedures	20	12-3-18
Emergency Action Plan	15	12-3-18
Self SWOT	10	12-3-18

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	150
Blackboard Modules AND Chapter Quizzes	12	19	230
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 from the textbook, review the Blackboard Module online corresponding with the subject matter and completing the online quiz 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	
8-27-18	Introduction to course/ on-line learning. Covey Information. History of Athletic Training. <i>Journal of Athletic Training 1999;34(1):53-61</i>	
8-29-18	History of Athletic Training. Complete Online Blackboard Modules, Discussion Board Question, Read Chapter on Improving Personal Effectiveness, Covey Workbook: Paradigms, Principles, The 7 Habits.	
9-3-18	NO CLASS	
9-5-18	Improving Personal Effectiveness Complete Online Blackboard Modules, Discussion Board Question, Take ONLINE Personality Test, Read Chapter on Improving Personal Effectiveness & Covey Habit 1: Be Proactive	
9-10-18	Improving Personal Effectiveness DUE: *Personality Test, *Three Strengths/ Weaknesses, Covey Habit #1. Quiz on Improving Personal Effectiveness before class	
9-12-18	Leadership and Management Complete Online Blackboard Modules, Discussion Board Question & Read Chapter on Leadership and Management	
9-17-18	Leadership and Management Quiz on Leadership and Management Before class	
9-19-18	Improving Organizational Performance Complete Online Blackboard Modules, Discussion Board Question, Read Chapter on Improving Organizational Performance, & Covey Habit #2.	
9-24-18	Improving Organizational Performance Quiz on Improving Organizational Performance Before class	
9-26-18	Budgeting Complete Online Blackboard Modules, Discussion Board Question, Read chapter on Budgeting, & Read Covey Habit 3: Put First things First	
10-1-18	Budgeting DUE *AT Program Description, *Mission Statement Evaluation, Covey Habit #2. Quiz on Budgeting Before class	
10-3-18	Insurance and Reimbursement Complete Online Blackboard Modules, Discussion Board Question & Read Chapters on Insurance and Reimbursement	
TUESDAY 10-9-18	Insurance and Reimbursement DUE: Covey Habit #3 Quiz on Insurance and Reimbursement Before class	
10-10-18	Risk Management Complete Online Blackboard Modules, Complete Discussion Board Question & Read Chapter on Risk Management & Read Covey Habit #4	
10-15-18	Risk Management Quiz on Risk Management Before class	
10-17-18	Medical Records and Documentation Complete Online Blackboard Modules, Discussion Board Question & Read Chapter on Medical Records and Documentation.	
10-22-18	Medical Records and Documentation DUE:, Covey Habit #4, Quiz on Medical Records and Documentation Before class	

10-24-18	Ethical Practice Complete Online Blackboard Modules, Discussion Board Question & Read Chapter on Ethical Practice .Read Covey #5.	
10-29-18	Ethical Practice DUE: * <i>SWOT analysis</i> . Quiz on Ethical Practice before class	
10-31-18	Issues in Clinical Settings Complete Online Blackboard Modules, Discussion Board Question & Read Chapters om Issues in clinical settings.	
11-5-18	Issues in Clinical Settings Quiz on Issues in Clinical Settings before class	
11-7-18	Issues in Educational Settings Complete Online Blackboard Modules, Discussion Board Question & Read Chapter on Issues in Educational Settings	
11-12-18	Issues in Educational Settings DUE: *Inventory *Budget *Bid List, *Forms for Documentation. Quiz on Issues in Educational Settings before class	
11-14-18	Human Resources; getting the job Complete Online Blackboard Module, Discussion Board Question & Read Chapter on Human Resources: getting the job & Covey Habit #6.	
11-19-18	Human Resources; getting the job DUE: * <i>Facility Design</i> * PPE Flow Chart & Volunteer List.*Job Description Quiz on Human Resources; getting the job before class	
11-21-18	Professional Socialization Complete Online Blackboard Module, Discussion Board Question & Read Chapter on Professional Socialization & Covey Habit #7.	
11-26-18	Professional Socialization Quiz on Professional Socialization before class	
11-28-18	Final Thoughts Complete Discussion Board Question and projects	
12-3-18	Final Thoughts Due: * <i>Policies and Procedures</i> *EAP. *SELF SWOT, Covey Habit #6&7	
<i>Final TBD</i> <i>Notes: Faculty reserves the right to alter the schedule as necessary.</i>		

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 450 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)

✂-----

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 450 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 my Blackboard e-mail for announcements and assignments.

(Signature)

(Date)

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