

George Mason University
College of Education and Human Development
Athletic Training Education Program

ATEP 650 A01 – Administration and Management in Athletic Training
3 Credits, Summer 2024

Faculty

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Prerequisites/Corequisites

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 6, 2024.

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.
- 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.

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 Monday, and finish on Sunday.

• 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

This course is designed to address CAATE 2020 Standards #64, 65, 88, 89 and will enable students to do the following:

- Responsibilities of a Certified Athletic Trainer (e.g., standard of care, scope of practice, liability, negligence, informed consent, and confidentiality, and others);
- Identify members of a sports medicine team and how to promote effective teamwork while exploring critical thinking, and problem solving to conflict management
- Defend confidential management of medical records;
- Design an athletic training facility consistent with current health and safety guidelines;
- Develop an operating budget;
- Summarize risk management assessment;
- Consider the policies and procedures associated with human resource management that protect employees and employers;
- 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;
- Differentiate between ethical/unethical conduct in athletic training practice; and
- Summarize current trends in state regulation.

Professional Standards

Commission on Accreditation of Athletic Training Education 2020 Standards

Upon completion of this course, students will have met the following professional standards:

Standard 64

Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information mitigate error; and support decision making.

Standard 65

Practice in a manner that is congruent with the ethical standards of the profession.

Standard 88

Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community

- Navigating multi-payor insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Standard 89

Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management

Required Texts

Kutz, M.R. (2019). *Leadership and management in athletic training: An integrated approach* (2nd ed.). Jones & Bartlett Learning.

Course Performance Evaluation

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

This course will be graded on a point system, with a total of 700 possible points.

- **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 Monday at 12am-Sunday at 11:59 pm.

Students can use additional materials, experiences, and other knowledge to bring into critical thinking exercises and discussions.

- **Projects**

A series of projects will be assigned throughout the semester to practically apply the knowledge and skills attained. The follow is a list of the assignments with point values and due dates.

Project	Points	Due Date
Essential Documents Analysis Presentation	100	5/26
Athletic Training Room Facility Design/Evaluation	100	6/2
Documentation and Electronic Medical Record Evaluation	100	6/9
Budget Project	100	6/16
Policies and Procedures Group Project	100	6/23
Professional Portfolio	60	6/23

- **Grading**

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

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Discussion Board	12	15	180
Reflection Journal	6	10	60
Projects	6	Varies	560
TOTAL			800

A: 744-800 pts. (93%)

A-: 720-743.9 pts. (90%)

B+: 696.0-719.9 pts. (87%)

B: 664.0-695.9 pts. (83%)

B-: 640-663.9 pts. (80%)

C+: 616-639.9 pts. (77%)

C: 584.0-615.9 pts. (73%)

C-: 560.0-583.9 pts. (70%)

D: 504-559.9 pts. (63%)

F: < 503.9 pts.

- **Late Assignments**

All work is due on the listed due date. No late work will be accepted and will result in a 0 grade without prior approval from the instructor.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Tentative Class Schedule

Date	Topic	Chapter Reading	Assignment Due	Project Due
5/13-5/19	Leadership Leadership for ATs Management concepts Strategic Thinking and program planning	5, 6, 7, 13	Discussion Board 1 -Chapter 6 Discussion Board 2 -Chapters 7 &13 Reflection	-Establish Groups for Group Project
5/20-5/26	Athletic training history Development of sports medicine team Communication Ethics	1, 2, 3, 15	Discussion Board 3 -Chapters 2 & 3 Discussion Board 4 -Chapter 15 Reflection	-Essential Documents Analysis
5/27-6/2	Financial Management Reimbursement and revenue Legal issues and risk management Facility design and management	10, 11, 12, 14	Discussion Board 5 -Chapter 11 Discussion Board 6 -Chapter 12 Reflection	-Athletic training facility design and risk management
6/3-6/9	Record keeping and documentation Financial Management Reimbursement and revenue	9, 10, 11	Discussion Board 7 -Summary of Interview Reflection	-Documentation and EMR project
6/10-6/16	Professional Preparation International Athletic Training	4, 16	Discussion Board 8 -Chapter 16 Discussion Board 9 -Chapter 4 Reflection	-Budget Project
6/17-6/23	Career Planning Human Resources Employee Retention and Promotion	8	Discussion Board 10 -Chapter 8 Reflection	-Cover Letter & Resume -Policy and Procedure Group Project

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

E-Mail Correspondence

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

Dear Dr. Murphy, (*Beginning salutation*)

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

Regards, (*Ending Salutation*)

(*Your name*)

Instructor-Student Communication

I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

1. Syllabus
2. Ask Professor
3. On-demand Blackboard videos on how to use Blackboard features, and Technical Requirements.

Feel free to respond to other students in the Ask Professor forum if you know the answer.