

ExSc 423 Athletic Training Administration

TTh 10-10:50am

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TTh 8-10am
By Appointment



The purpose of this course is to facilitate understanding and discussion of administrative and professional issues involved in the field of athletic training.

Course Learning Outcomes:

1. Explain the importance of planning, coordinating, and supervising in the administration of an athletic training room/program.
2. Explain various budgeting systems and develop budgets for high school and collegiate athletic training programs.
3. Design athletic training facilities to meet specific needs.
4. Explain the significance of state regulation for the athletic training profession and its relationship to 3rd party reimbursement.
5. Explain the impact that insurance and 3rd party reimbursement has on athletic training.
6. Be able to develop emergency plans for athletic training settings.
7. Explain the elements of negligence and to understand legal issues facing athletic trainers, as well as the role of risk management.
8. Explain how to efficiently and effectively organize pre-participation exams.
9. Explain key concepts in personnel management, including communication, motivation, evaluations, etc.
10. Explain the role of technology and information management in athletic training settings.
11. Develop and incorporate individual leadership skills; as well as increase personal awareness, gain self-confidence, and foster cohesive and caring relationships.

The following NATA Education Council competencies will be addressed:

RM-C4	Identify and explain the recommended or required components of a preparticipation examination based on appropriate authorities' rules, guidelines, and/or recommendations.
RM-C5	Describe the basic concepts and practice of wellness screening.
PS-C5	Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environment interactions.
PS-C8	Describe the theories and techniques of interpersonal and cross-cultural communication among athletic trainers, their patients, and others involved in the health care of the patient.
PS-C9	Explain the basic principles of counseling (discussion, active listening, and resolution) and the various strategies that certified athletic trainers may employ to avoid and resolve conflicts among superiors, peers, and subordinates.
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-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-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-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-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-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.
- 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-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-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-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-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.
- PD-C1 Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.
- PD-C2 Describe the process of attaining and maintaining national and state athletic training professional credentials.
- PD-C3 Describe the current professional development requirements for the continuing education of athletic trainers and how to locate available, approved continuing education opportunities.
- PD-C4 Describe the role and function of the governing structures of the National Athletic Trainers' Association.
- PD-C5 Differentiate the essential documents of the national governing, certifying, and accrediting bodies, including, but not limited to, the Athletic Training Educational Competencies, Standards of Practice, Code of Ethics, Role Delineation Study, and the Standards for the Accreditation of Entry-Level Athletic Training Education Programs.
- PD-C6 Summarize the position statements regarding the practice of athletic training.
- PD-C7 Describe the role and function of the professional organizations and credentialing agencies that impact the athletic training profession.
- PD-C8 Summarize the current requirements for the professional preparation of the athletic trainer.
- PD-C9 Identify the objectives, scope of practice and professional activities of other health and medical organizations and professions and the roles and responsibilities of these professionals in providing services to patients.
- PD-C10 Identify the issues and concerns regarding the health care of patients (e.g., public relations, third-party payment, and managed care).
- PD-C11 Identify and access available educational materials and programs in health-related subject matter areas (audiovisual aids, pamphlets, newsletters, computers, software, workshops, and seminars).
- PD-C12 Summarize the principles of planning and organizing workshops, seminars, and clinics in athletic training and sports medicine for health care personnel, administrators, other appropriate personnel, and the general public.
- PD-C15 Identify the components of, and the techniques for constructing, a professional resume.

- 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.

Required Textbook:

Ray, R. Management Strategies in Athletic Training (4th ed.). Champaign, IL: Human Kinetics Publishers, 2005.

Optional Textbooks:

Konin, J. Clinical Athletic Training. Thorofare, NJ: Slack, Inc., 1997.

Rankin, JH and Ingersoll, CD. Athletic Training Management: Concepts and Applications (3rd ed.). St. Louis: Mosby, 2000.

Harrelson, GL, Gardner, G, Winterstein, AP. Administrative Topics in Athletic Training. Thorofare, NJ: Slack, Inc., 2009.

Grading Criteria:

Reflective Journal Writing	50 points
Midterm Exam	100 points
Final Exam	100 points
Class Projects	200 points
Class Attendance and Participation	50 points

94 - 100% = A	90 - 93% = A-	87 - 89% = B+	84 - 86% = B	80 - 83% = B-	77 - 79% = C+
74 - 77% = C	70 - 73% = C-	67 - 69% = D+	63 - 66% = D	60 - 62% = D-	Below 60% = E

Midterm Exam

The midterm exam will be a comprehensive, multiple-choice exam that covers the entire book, NATA position statements, and the lecture materials. It will be a take-home exam. While any printed materials may be used to complete the exam, it must be completed without the help of other people (students, CIs, etc.).

Final Exam

The Final Exam will be a written, take-home examination. It will be comprehensive, and it requires you to organize and synthesize thoughts from lecture materials and projects.

Attendance & Participation

A major part of this class is discussion. You obviously cannot discuss anything if you are not here. The class is small enough that I will notice if you are missing. Further, I will give a random quiz from time to time. If you are going to miss class for a good reason, you must inform me prior to that class. Further, a large part of class relies on discussion and breakout groups. You need to

make an effort to be a part of all discussions, which means you need to come to class ready to discuss the topic of the day.

Reflective Journal Writing

You will complete 4 reflective journal assignments throughout the semester. Journal entries will be made to the discussion forum on blackboard. You will be responsible for submitting 4 entries throughout the semester by specified dates. These entries should not be a record of what you did, but they should be a reflection of what you learned either through a good or bad experience. This experience should be administration related (record keeping, supplies/budget, facilities, athletic trainer perception, the sports medicine team, emergency action plans, our profession, etc.). This is an opportunity to share with faculty and clinical instructors, the application of principles, theory, and research to the practicum. An incident could be a real experience, a mock condition, techniques learned from your clinical experience, ... For each journal entry, discuss at least three or four of the following, relative to that incident:

Describe what occurred.

Describe the decision-making process.

Identify previously learned knowledge/clinical experiences that helped you in this situation.

Describe resources you identified and/or utilized and your rationale.

Describe the application of concepts, theories, or research you discussed in class as you move from theoretical to clinical practice.

Describe your thoughts, feelings, and perceptions.

Describe any ethical situations/dilemmas.

Describe any interactions/experiences with other health care providers.

Describe what you would do differently when a similar incident occurs.

You also need to respond to at least 2 of the journal entries per round, providing feedback as to something you have learned that may have helped the situation or maybe something you learned from that specific situation. Ideally, each journal entry will become a thread for discussion, promoting learning from everyone's experiences.

Projects

1. Budget & Design Project (100 pts). Upon arriving at your new job as head athletic trainer at Economy High School, you are informed that you will have an old utility room as your athletic training room. You will receive \$8,000 to equip the training room You will also be given \$2750 to purchase expendable supplies for 10 varsity sports. Draw a floor plan to show how you would set up the training room with the equipment you have purchased (to scale). Separately, (1) list the equipment you will purchase with the quantity and price, and (2) list the supplies you will purchase for the upcoming year, including the quantity and price. Your athletic director will not tolerate overspending! **You may work in groups of 2.**

The teams you will need to cover include:

- Football
- Cross Country
- Golf
- Women's volleyball
- Basketball
- Wrestling
- Track and Field
- Baseball Softball

NOTE: The dimensions of the room are 12'X24'. There are currently no doors, electrical outlets, or plumbing fixtures. You may select the location of each of these fixtures and the school physical plant will install them at no cost. Make sure you indicate where these fixtures will be located. Make sure that all equipment is to scale.

2. Mock job application and interview (50 pts). Each of you will apply to and interview for 3 jobs (a high school, a college, and a clinic). The application materials you will need for each include a cover letter, resume, and a list of 4 references. You will also interview 3 people from one of the categories. You will be evaluated on your materials and your interview skills. You will also be required to include an evaluation of those you interview, and a self evaluation of the your interviews.

Academic Honesty

The first injunction of the BYU Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that “character is the highest aim of education” (*The Aims of a BYU Education*, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 801-367-5689 (24-hours); or contact the Honor Code Office at 801-422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC) (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 801-422-5895, D-285 ASB.

Diversity

A classroom is similar to the workplace. In the workplace, it is illegal to discriminate based on race, color, religion, gender, national origin, disability, or age. Furthermore, we believe Christ would never belittle anyone based on their race, color, religion, gender, national origin, disability, or age. Therefore, we feel strongly that no one in a classroom should be belittled for any reason. If you experience such an offense in any class in this Department (caused either by the instructor or a fellow student), we strongly encourage you to contact the Department Chair.

Dress and Grooming

“The dress and grooming of both men and women should always be modest, neat, and clean consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education.” Students understand and have committed to obey this policy, thus instructors or other students should never be placed in the uncomfortable situation of having to remind someone of adhering to the sacred honor they have pledged.

Use of Technology in the Classroom

Technology is an essential part of today’s learning environment. However, technology, when used inappropriately, can also hinder learning. Most students have, at some point, sat next to students who use their laptops or PDAs in class to check e-mail, talk to friends, instant message, search the internet, or

play on-line games. Unfortunately, every person sitting around such students is distracted by this behavior and classroom learning decreases. As a result of these distractions, the Department of Exercise Sciences has the following policy:

Using laptops or PDAs in class to legitimately take notes or work on class projects is allowed, but all other use of laptops, PDAs, or other electronic devices in class is prohibited. Please respect your fellow students and professors and abide by this department policy (and courtesy).

This would naturally include not reading newspapers, doing work for another class, or other potentially disruptive activities not associated with the class in session.

Cell Phones

Students are not allowed to use cell phones in classes. Please turn them off as you enter the classroom and keep them stored out of sight in your backpack, purse, or pocket.

Tentative Course Outline

Date	Topic	Assignment
1/3	Introduction	
1/5	The NATA and Athletic Training	NATA website
1/10	The BOC and continuing education	BOC website
1/12	AT issues in educational and clinical settings	Ch. 6 & 7
1/17	Leadership & Management Theories	Ch. 1
1/19	Leadership & Management Theories	Ch. 1
1/24	Budget & Finance	Ch. 4
1/26	AT Facilities Design	Ch. 5
		Journal #1 Due
1/31	Program Management	Ch. 2
2/2	Human Resource Management	Ch. 3
2/7	Medical Record Keeping	Ch. 6
2/9	Insurance	Ch. 7
2/14	3 rd Party Reimbursement	Ch. 7
		Design & Budget Project Due
2/16	Public Relations	Journal #2 Due
2/23	Emergency Care Plans	Ch. 8
2/28	Preparticipation Physicals	Ch. 10
3/1	Legal Issues – Risk Management	Ch. 8
3/6	Legal Issues	Ch. 8
3/8	Review and Catch-up	Journal #3 Due
3/13	Ethics in Sports Medicine	Ch. 9
3/15	Review and Catch-up	
3/20	How to get a job	Public Relations Project Due
3/22	Review and catch-up	
3/27	Mock interviews	
3/29	Mock interviews	
4/3	Mock interviews	
4/5	Mock interviews	Journal #4 Due
4/10	Review and catch-up	Resume, Cover Letter and Reaction Paper Due
TBA		<u>Final Exam Due</u>