

HHPA 441 – Athletic Training Administration

Spring 2014

Location: Online

3 semester hours

Forett Bridges, MS, ATC, LAT

Adjunct Instructor

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Required Text

Harrelson, Gary. (2009) Administrative Topics in Athletic Training. 1st Ed., Slack Inc.

ISBN: 9781556427398

Course Description

A study of knowledge, skills and values an athletic trainer or health care professional must possess to develop, administer, and manage an athletic training program or other health care facility.

Students will learn the administrative responsibilities of the athletic training profession, as they relate to national and state regulatory agencies, sports associations and educational entities.

Content areas include: management, budgets, facilities, insurance, legal concerns and professional ethics. Course fees and lab fees are listed in the current course schedule.

Athletic Training Competencies

- HA-1 Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system.
- HA-2 Describe the impact of organizational structure on the daily operations of a healthcare facility.
- HA-3 Describe the role of strategic planning as a means to assess and promote organizational improvement.
- HA-4 Describe the conceptual components of developing and implementing a basic business plan.
- HA-5 Describe basic healthcare facility design for a safe and efficient clinical practice setting.
- HA-6 Explain components of the budgeting process including: purchasing, requisition, bidding, request for proposal, inventory, profit and loss ratios, budget balancing, and return on investments.
- HA-7 Assess the value of the services provided by an athletic trainer (eg, return on investment).
- HA-9 Identify the components that comprise a comprehensive medical record.
- HA-13 Define state and federal statutes that regulate employment practices.
- HA-14 Describe principles of recruiting, selecting, hiring, and evaluating employees.
- HA-15 Identify principles of recruiting, selecting, employing, and contracting with physicians and other medical and healthcare personnel in the deployment of healthcare services.
- HA-17 Identify key regulatory agencies that impact healthcare facilities, and describe their function in the regulation and overall delivery of healthcare.
- HA-18 Describe the basic legal principles that apply to an athletic trainer's responsibilities.
- HA-19 Identify components of a risk management plan to include security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
- HA-23 Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities' rules, guidelines, and/or recommendations.

- HA-24 Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.
- HA-25 Describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models.
- HA-26 Describe the criteria for selection, common features, specifications, and required documentation needed for secondary, excess accident, and catastrophic health insurance.
- HA-27 Describe the concepts and procedures for revenue generation and reimbursement.
- HA-28 Understand the role of and use diagnostic and procedural codes when documenting patient care.
- HA-29 Explain typical administrative policies and procedures that govern first aid and emergency care.
- HA-30 Describe the role and functions of various healthcare providers and protocols that govern the referral of patients to these professionals.
- PD-12 Identify mechanisms by which athletic trainers influence state and federal healthcare regulation.

Course Objectives

- To develop the administrative knowledge and skills needed to function as an athletic trainer or health care provider, including the legal and ethical aspects of the profession.
- To develop knowledge of program management, information management, and human resource management.
- To develop the knowledge of budget and facility design planning.
- Additional ATEP Educational Competencies assigned to the course.

Course Evaluation

Each assignment will be worth a pre-determined amount of points. Upon the completion of the course, grades will be calculated by adding up the total number of points each student has earned and dividing it by the total amount of points available in the course. This will produce a percentage of points earned (Ex. Student earned 850 points out a possible 1000 in the course: $850/1000 = 85\%$ "B"). Grades will be assigned based upon the percentages below.

Quizzes: 10@ 10 pts each	Grading Scale:	
Exams: 4@ 100 pts each	A = 90-100%	D = 60-69%
Debates: 3@ 80 pts each	B = 80-89%	F = 0-59%
Worksheets/Assignments: 5@ 50pts	C = 70-79%	

Students are expected to earn points toward their final grade during the course of the semester with the assignments and tests that are scheduled. All students are graded based on the exact same criteria and no exceptions will be made for individual assignments, tests, or final point values.

Students will receive back all graded assignments in a timely manner. Students are encouraged to keep all graded assignments as well as keep up with their grades throughout the semester. Any questions or concerns about assignments/grades should be brought to the instructor's attention immediately (i.e. Do not wait until the end of the semester)

Quizzes

Quizzes will be given periodically throughout the semester over the reading assignments or material covered in previous class material, and may be short answer, multiple choice, true/false, listing, etc. Quizzes will have a date and time window of availability, and may not be advertised. It will be necessary to check the class for updates daily.

Exams

Four exams will be given. The format shall include any of the following: short answer, essay, fill in the blank, multiple choice, true/false, and/or listing type questions. The exams will have a window and time limit; remember to check online for availability. See *Missed Work & Late Work* section for more information on make-ups.

Debate

Debate teams will be assigned by the instructor. Each team will debate a series of issues from a unique case study using positions assigned to them by the instructor. Criteria used to evaluate students' responses include ability to identify the primary problem(s) of the case, ability to argue effectively (with evidence and logic), ability to present reasonable counterarguments, and skill in developing solutions for the problem(s). More information/ instructions will be provided at the time this assignment is added.

Worksheets/Assignments

Assignments will be given periodically during the course as appropriate. More information about the assignments will be provided with each assignment or group of assignments. Due dates and point values for each assignment will be given when the assignment is made and will be posted on eCollege. All assignments are due on the assigned date and time.

Missed Work & Late Work

Exams must be taken on the designated date and time. No make-up exams will be allowed unless prior arrangements have been made with the instructor. Under certain circumstances (situations out of your control), make-ups will be allowed at the instructor's discretion. Student's are required to contact the instructor ASAP if they happen to miss an exam and may be required to provide written documentation for the absence if a make-up is allowed.

All assignments are due as assigned and must be turned in on or before the due date to receive full credit. Assignments turned in after the due date (if possible) will receive no more than 50% of the possible points. Assignments turned in beyond one (1) week of the due date (if possible) will not be accepted and the student will receive zero (0) points for the assignment. It is the student's responsibility to be aware of assignment due dates as the dates are included with the assignment and posted on eCollege. Technical and computer problems associated with email and/or eCollege is not a valid excuse for turning in an assignment late.

Attendance

This is an online class, that being said, class attendance is not required in the same respect as an in-person class. Assignments will be frequently posted online; checking for updates often will be a necessity.

eCollege

This course will utilize your eCollege account through MyLeo. Course lecture notes, assignments, information, and grades will be posted through this site. It is the students' responsibly to check this site frequently. If you need assistance with eCollege, please contact:

helpdesk@online.tamuc.org or 1-866-656-5511.

Academic Dishonesty

It is the philosophy of Texas A&M - Commerce that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. (see Student's Guide Handbook).

Classroom/Student Expectations

Be professional. Students are expected to prepare for and participate in each scheduled class activity. Failure to do so may/will lead to a decline in the student's overall grade. Forming study groups to prepare for class will also greatly benefit students throughout the semester.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see Student's Guide Handbook, Policies and Procedure, Conduct).

Americans with Disabilities Act (ADA) Statement

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students requesting accommodations for disabilities must go through the Office of Student Disability Resources and Services. For more information, please contact SDRS at Gee Library – Rm. 132; (903)886-5150 or (903)886-5835;

StudentDisabilityServices@tamuc.edu

Note: This syllabus is tentative and may be changed as the course dictates.

		Class Lecture	Reading Assignment
Week 1	1/13	Ch 1 Leadership and Management	Ch 1,2,4
Week 2	1/20	Ch 2 Risk Management in Athletic Training	Ch 1,2,4
Week 3	1/27	Ch 4 Human Resources	Ch 1,2,4
Week 4	2/4	Exam 1 (Ch. 1,2,4)	Ch 5,6,7
Week 4	2/5	Debate 1	Ch 5,6,7
Week 4	2/6	Debate 1	Ch 5,6,7
Week 5	2/10	Ch 5 Ethical Practice in Athletic Training	Ch 5,6,7
Week 6	2/17	Ch 6 Athletic Training Administration: Issues in the Educational Settings	Ch 5,6,7
Week 7	2/24	Ch 7 Athletic Training Administration: Issues in the Clinical Setting	Ch 5,6,7
Week 8	3/4	Exam 2 (Ch. 5,6,7)	Ch 8,9,3
Week 8	3/5	Debate 2	Ch 8,9,3
Week 8	3/6	Debate 2	Ch 8,9,3
Week 9	3/10	Spring Break - No Class, No Assignments	Ch 8,9,3
Week 10	3/17	Ch 8 Medical Records and Documentation	Ch 8,9,3
Week 11	3/24	Ch 9 Insurance and Reimbursement	Ch 8,9,3
Week 12	3/31	Ch 3 Budget and Finance	Ch 8,9,3
Week 13	4/8	Exam 3	Ch 10,11,12
Week 13	4/9	Debate 3	Ch 10,11,12
Week 13	4/10	Debate 3	Ch 10,11,12
Week 14	4/14	Ch 10 Improving Personal Effectiveness	Ch 10,11,12
Week 15	4/21	Ch 11 Improving Organizational Effectiveness	Ch 10,11,12
Week 16	4/28	Ch 12 Employment Issues in Athletic Training	Ch 10,11,12
Week 16	4/30	Exam 4	Ch 10,11,12
Week 16	5/1	Debate 4	Ch 10,11,12
Week 16	5/2	Debate 4	Ch 10,11,12
Week 17	5/5	Finals Assignment Due	