TEXAS A&M UNIVERSITY-CORPUS CHRISTI  
College of Education  
Administration of Athletic Training  
Spring 2014 Course Syllabus

INSTRUCTOR: Jerry Hilker MSED, ATC-LAT  
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Kinesiology 4324  
CLASS: T-R 9:30 AM-10:45AM  
OFFICE HOURS: By appointment  
Spring: 2014  
CLASS ROOM: IH 157

I. COURSE DESCRIPTION:
Provides the general knowledge and application of athletic training administration including facility design, insurance claims, liability issues, and injury and treatment records. Prerequisite KINE 3318

II. RATIONALE:
This course will provide information on medical terminology, risk management, general medical conditions and other topics that are related to the athletic trainer/sports medicine team relationship. This course is required for students majoring in Athletic Training and accepted into the Athletic Training Education Program at Texas A&M University-Corpus Christi. This course is to be taken concurrently with KINE 4194 (Clinical experiences in Athletic Training XIII) for all athletic training majors. This is a preparatory course for students seeking to be a Certified Athletic Trainer (ATC) as they plan to sit for the National Athletic Trainers’ Association Board of Certification (NATABOC) exam.

III. State Adopted Proficiencies for teachers and/or Administrators/Counselors: N/A

IV. TExES Competencies
There are no TExES competencies taught in this course. However, the following list of Competencies and Proficiencies from the Commission on Accreditation of Athletic Training Education (CAATE) 4th edition that are taught in this course:

RISK MANAGEMENT:

<table>
<thead>
<tr>
<th>Competency Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RM-C4</td>
<td>Identify and explain the recommended or required components of a preparticipation examination based on appropriate authorities’ rules, guidelines, and/or recommendations.</td>
</tr>
</tbody>
</table>

THERAPEUTIC MODALITIES:

- TM-C9h: Describe appropriate medical documentation for recording progress in a therapeutic modality program.
- TM-C10: Identify manufacturer’s, institutional, state, and federal standards for the operation and safe application of therapeutic modalities.
- TM-C11: Identify manufacturer’s, institutional, state and federal guidelines for the inspection and maintenance of therapeutic modalities.
THERAPEUTIC EXERCISE:

- **EX-C7**: Describe appropriate medical documentation for recording progress in a therapeutic exercise program.
- **EX-C9**: Describe manufacturer’s, institutional, state and federal guidelines for the inspection and maintenance of therapeutic exercise equipment.

ADMINISTRATION:

- **AD-C1**: Describe organization and administration of pre-participation 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-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-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.

Proficiencies instructed:
- 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.

**PROFESSIONAL DEVELOPMENT:**

- 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-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-C13: Describe and differentiate the types of quantitative and qualitative research and describe the components and process of scientific research (including statistical decision-making) as it relates to athletic training research.
- PD-C14: Interpret the current research in athletic training and other related medical and health areas and apply the results to the daily practice of athletic training.
- PD-C15: Identify the components of, and the techniques for constructing, a professional resume.
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.

**Proficiencies instructed:**

- 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.
- PD-P4: Develop a research project (to include but not limited to case study, clinical research project, literature review) for an athletic training-related topic.

**V. COURSE OBJECTIVE AND OUTCOMES:**

Competencies & Proficiencies per Commission on Accreditation of Athletic Training Education (CAATE) 4th ed.:

Upon completion of this course the student should be able to:

1. Demonstrate comprehension of the organization, administration, facility design, and budgeting related to athletic training
2. Compare and contrast the processes related to risk management and medical health insurance
3. Examine the history and structure of the NATA
4. Develop the administrative structure for a high school athletic training program
5. Identify the necessary elements in the development of a community college athletic training program
6. Evaluate operational policies and procedures for the athletic training room
7. Demonstrate comprehension in special administrative issues related to student athletic trainers, athletes, coaches and parents
8. Identify athletic training operating facility procedures, universal precautions, OSHA regulations
9. Describe various techniques in public relations and fund raising related to athletic training
10. Demonstrate comprehension in record keeping techniques and the development of physical exams
11. Demonstrate comprehension in the purposes, methods, and standards for evaluation of performance and hiring processes of athletic training personnel

**VI. COURSE TOPICS:**

The major topics to be considered are facility design & planning, budget & financial considerations, inventory, management of personnel, legal considerations, pre-participation physical exams, insurance & risk issues, and personal development.
VII. INSTRUCTIONAL METHODS AND ACTIVITIES:
The course will include lecture/discussions, demonstrations, and guest speakers.

VIII. EVALUATION AND GRADE ASSIGNMENT
Your grade in this class will be determined from a point percentage. The grading scale is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Points:</th>
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<tbody>
<tr>
<td>Exam 1 = 200 points</td>
<td>630 – 700 = A</td>
</tr>
<tr>
<td>DISCUSSIONS (4) = 200 points</td>
<td>560 – 623 = B</td>
</tr>
<tr>
<td>MOCK INTERVIEW = 100 points</td>
<td>490 – 553 = C</td>
</tr>
<tr>
<td>Final Exam = 200 points</td>
<td>420 – 483 = D</td>
</tr>
<tr>
<td>Total Possible = 700 points</td>
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</tbody>
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EXAMS: Exams must be taken in class during the scheduled class session. Make-up exams will only be allowed if the student was ill and has a physicians note stating such.

ATTENDANCE: Attendance is mandatory however situations do occur. Please understand that I will work with any individual that may have a conflict regarding test or quiz. Obviously those individuals that approach me prior to the date in question will have a more favorable outcome.

ACADEMIC HONESTY
As per the university catalog, “university students are expected to conduct themselves in accordance with the highest standard of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own.” (Texas A&M University-Corpus Christi, 2005)
## IX. COURSE SCHEDULE AND POLICIES

### TENATIVE COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 01/23</td>
<td>Introduction/ Course Expectations</td>
</tr>
<tr>
<td>T 01/28</td>
<td>Lecture: Theoretical Basis of Management Ch. 1</td>
</tr>
<tr>
<td>TH 01/30</td>
<td>Lecture: Program Management Ch. 2</td>
</tr>
<tr>
<td>T 02/04</td>
<td>Self study review</td>
</tr>
<tr>
<td>TH 02/06</td>
<td>TAMUCC AT SELF-STUDY DUE DISCUSSION I</td>
</tr>
<tr>
<td>T 02/11</td>
<td>Lecture: Human Resource Management Ch. 3</td>
</tr>
<tr>
<td>TH 02/13</td>
<td>Field Trip! Resume building Career Services 825-2628</td>
</tr>
<tr>
<td>T 02/18</td>
<td>MOCK INTERVIEW</td>
</tr>
<tr>
<td>TH 02/20</td>
<td>MOCK INTERVIEW</td>
</tr>
<tr>
<td>T 02/25</td>
<td>Lecture: Financial Resource Management Ch. 4</td>
</tr>
<tr>
<td>TH 02/27</td>
<td>Budget plan review</td>
</tr>
<tr>
<td>T 03/04</td>
<td>BUDGET PLANS DUE DISCUSSION II.</td>
</tr>
<tr>
<td>TH 03/06</td>
<td>BUDGET PLANS DUE DISCUSSION</td>
</tr>
<tr>
<td></td>
<td>SPRING BREAK!!!! MARCH 10-14th No Classes!</td>
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<tr>
<td>T 03/11</td>
<td>Spring Break No classes!</td>
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<tr>
<td>TH 03/14</td>
<td>Spring Break No classes!</td>
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<tr>
<td>T 03/18</td>
<td>Lecture: Facility Design and Planning Ch. 5</td>
</tr>
<tr>
<td>TH 03/20</td>
<td>Facility Design Plan review</td>
</tr>
<tr>
<td>T 03/25</td>
<td>FACILITY PLANS DUE DISCUSSION III</td>
</tr>
<tr>
<td>TH 03/27</td>
<td>FACILITY PLANS DUE DISCUSSION</td>
</tr>
<tr>
<td>T 04/01</td>
<td>Exam 1 review</td>
</tr>
<tr>
<td>TH 04/03</td>
<td>EXAM 1</td>
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<tr>
<td>T 04/08</td>
<td>Lecture: Information Management Ch. 6</td>
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<tr>
<td>TH 04/10</td>
<td>Lecture: Athletic Injury Insurance Ch. 7</td>
</tr>
<tr>
<td>T 04/15</td>
<td>“Athletic Training &amp; Reimbursement” review for discussion</td>
</tr>
<tr>
<td>TH 04/17</td>
<td>ATHLETIC TRAINING &amp; REIMBURSEMENT DISCUSSION IV</td>
</tr>
<tr>
<td>T 04/22</td>
<td>Lecture: Legal Considerations in Sports Medicine Ch. 8</td>
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<tr>
<td>TH 04/24</td>
<td>Lecture: Ethics Ch. 9</td>
</tr>
</tbody>
</table>
T 04/29  Lecture: Pre-Participation Physical Exams and Drug Testing  Ch. 10  

TH 05/1  Exam 2 review  

T 05/06  **FINAL (LAST DAY OF CLASSES)**!

Saturday May 17, 2014 Spring Graduation !!!

The instructor reserves the right to change the schedule to cover all subjects thoroughly. This is the first time this course has been offered. It is very likely that the SCHEDULE WILL CHANGE. Information presented in class may come from a source other than the textbook. If you miss a class you will need to obtain that material from a classmate. It is your responsibility! No make up tests will be given except under extreme circumstances. A physician’s note is necessary if you are ill. If you cannot reach me please contact the office of Student Affairs for assistance. 361-825-2612 or Visit at University Center, room 318.

**Other Information:**

- Tutoring & Learning Center 361-825-5933
- Call TALK2ME 825-5263
- Student Affairs 825-612
- University Counseling Center 825-2703

X. TEXTBOOKS:
- The textbook(s) adopted for this course is/are:
- Recommended but not required supplementary textbook(s) is /are:

XI. BIBLIOGRAPHY:
- The knowledge bases that support course content and procedures include:

XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules.
Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. *Disabilities Accommodations*

The Americans with Disabilities Act (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. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*