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**
1. **LEARNER-CENTERED KNOWLEDGE:** The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. **LEARNER-CENTERED INSTRUCTION:** To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. **EQUITY IN EXCELLENCE FOR ALL LEARNERS:** The teacher responds appropriately to diverse groups of learners.
4. **LEARNER-CENTERED COMMUNICATION:** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. **LEARNER-CENTERED PROFESSIONAL DEVELOPMENT:** The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. **TExES Competencies (if applicable)**
a. **TExES Competencies:** N/A

b. **National Competencies for Athletic Training (CAATE 5th Ed.)**
Risk Management

RM-C4: Identify and explain the recommended or required components of a preparticipation examination based on appropriate authorities’ rules, guidelines, and/or recommendations.

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-C7h: 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-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.

**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.
V. Course Objectives/Student Learning Outcomes

This course is designed to enable students to:

Objectives of the course include:
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:

1. Risk Management
2. Diagnosis
3. Medical Conditions
4. Acute Care
5. Therapeutic Modalities
6. Therapeutic Exercise
7. Psychosocial
8. Nutritional Aspects
9. Administration
10. Professional Development

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional Experiences: 5% (lecture/discussion; demonstration; guest speaker)
B. Clinical Experiences 20% (clinical education, laboratory demonstration)
C. Field Experiences 75% (clinical experience under the supervision of your CI)

The course will include clinical education (hands-on application) in the Athletic Training Center (IH 179), TAMUCC venues, as well as at affiliated sites as approved through the TAMUCC Athletic Training Education Program. Students will receive clinical experience hours under the
supervision of a clinical preceptor who will evaluate each student’s performance during assigned clinical experiences. Additionally, student skills will be evaluated by the assigned preceptor.

Athletic Training Students will be assigned to a clinical preceptor by the Program Director and Clinical Education Coordinator. Students will be expected to complete reflective clinical experience assignments (RCA) as well as weekly proficiency assignments as assigned by the instructor. Clinical hours must be reported on a weekly basis. Preceptors will also use “teachable moments” during the field experience to broaden the student’s educational experience.

Communication for the course will be enhanced with the use of Blackboard which will contain the course calendar, e-mail, discussion, and gradebook. Also, a copy of the syllabus will be provided on Blackboard.

Each student is responsible for reading and accessing the Athletic Training Student handbook for specific guidelines, policies and procedures pertaining to the ATEP. The handbook is accessible on-line at www.athletictraining.tamucc.edu.

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
   1. Traditional Assessment
   2. Performance Assessment

   Exams = 20 Points each
   Attendance Points = 50 Points Total (3 Point Deduction for every course missed)
   Assignments = 25 Points Each
   Quizzes = 5 Points Each
   Chapter Presentation = 50 Points
   Final Exam = 200 Points
   Final Course Assignment = 200 Points

B. Grading Scale
   90-100% = A
   80-89% = B
   70-79% = C
   60-69% = D
   < 60 % = F

IX. Course Schedule and Policies (see attached)

A. Tentative course schedule – See Attached Schedule

B. Class Policies

Participation
Each student is expected to participate willingly and fully in the activities that we will
practice throughout this course. Choosing not to participate will result in an Incident Report of a severity determined by the situation. Every person enrolled in this course should have a strong desire to learn and participate. Appropriate adjustments will be made for students with disabilities (per recommendations of University Disability Services), illness and/or injury (with a physician’s note).

**Chapter Presentation:**

*Presentation:* Each student enrolled in will be randomly assigned a course topic. It is the responsibility of the assigned student to disseminate the information on the topic to the rest of the class, however fitting for the topic at hand (e.g. lecture, group discussion, laboratory activities etc.). You will also need to make sure to fill the entire assigned course time (as dictated by the included course schedule).

*Quiz Development:* You will be required to develop a 5 point pre-quiz to give to your classmates. The quiz can take any form you would like but should cover the topics you will be presenting to your classmates. The intention of the quiz is to ensure your classmates are reading ahead in the book and staying on topic. Your quiz is due to the instructor no less than 24 hours before your course topic starts.

*Assignment:* For your assigned chapter you will be required to develop a 25 point assignment to give to your classmates. Use your imagination and try to make the assignment fun and interesting for your classmates, while still covering the assigned material. Assignments can be anything that you believe will help your classmates understand the topic, examples of assignments include; chapter outlines, case studies, development of policy manuals, debates, or essays. Note that what is appropriate for one chapter may not be appropriate for every chapter.

*Chapter Exam:* You will be required to develop a 20 point chapter exam to give to your classmates. The exam can take any form you would like but should cover the topics you will be presenting to your classmates. The intention of the exam is to ensure your classmates have understood the chapter. Your exam is due to the instructor no less than 24 hours before your course topic starts.

**Attendance/tardiness**

Attendance and participation is expected and will be rewarded by enhanced learning, deepened content mastery, and the potential for more beneficial relationships with peers and faculty. This course is designed for active learners, motivated, willing, and capable of meeting their responsibilities for learning. Missing classes is incongruent with successfully meeting class objectives. In the event the student is absent for official school business, the student will receive no penalty for the absence. On the other hand, students who miss classes that are not sanctioned will have points deducted from their cumulative point score. Your participation in class discussion, activities, individual and group projects, and other assignments will be critical in your understanding and performance of the outcomes of this course, and subsequently your grade in this course.
**Late Work**

When missing a class (excused or unexcused), be responsible and courteous to call my office and leave a detailed message. You may also email me. I will offer you the same courtesy if I am unable to attend class.

In the event of an emergency, serious illness, death in the family, etc., all work must be completed within one week of the absence. In order to be eligible for this, the student must inform and arrange this absence with the instructor as soon as possible.

For absences due to a school-sponsored function (such as travel with an approved sports team), all work must be completed prior to the missed class.

Work from an unexcused absence or a tardy may be submitted late but will be subjected to a 20% reduction in the score for each day late. Turning an assignment late (even at the end of class instead of the beginning) will result a 20% deduction of the score. Students will lose an additional 20% deduction from their score for every 24 hours the assignment is late. Work submitted one week after the original due date will not be accepted and a score of a zero “0” will be the resulting grade for the assignment/exam/homework/etc.

**Extra Credit**

No extra credit will be offered in this course.

**Cell Phone Policy/Electronic Device Usage**

The use of cell phones, or other electronic devices, is strictly prohibited during class. All phones will be turned off so as to not disturb other students in the class or the instructor. If phones go off or if students are caught text messaging during class, the student will be asked to leave class, and he/she will receive an unexcused absence for that day.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards 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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of 'F' to work in question;
6. Assigning grade of 'F' for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (Include date for semester) is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**
All assignments, drafts, etc. are to be typed, doubled-spaced with 1” margins and a font size of 11-12 point unless otherwise indicated. Other than journals, clinical proficiencies & clinical scenarios, ALL items submitted in this class must be accompanied by a cover page with your name and the submission date; anything more than one page in length should be stapled with one staple in the upper left hand corner.

**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual
orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 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.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

X. **Required or Recommended Readings**

**Textbook:**

Recommended or Supplemental Reading:
NATA Role Delineation Study

Website:
Blackboard

XI. Bibliography
The knowledge bases that support course content and procedures include:
Philadelphia, PA: Lippincott Williams & Wilkins.

XII. Syllabi Contract
KINE 4324.001 – Administration of Athletic Training

I, (print name) ________________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 4324-Administration of Athletic Training at Texas A&M University-Corpus Christi.

Athletic Training Student Signature __________________________________________
Date__________________

Instructor Signature _______________________________________________________
Date__________________
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<tr>
<th>Date</th>
<th>Day</th>
<th>Agenda</th>
<th>Assignments</th>
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<td>Chapter 3 - Human Resource Management</td>
<td>Assignment #3; Exam #4</td>
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<td>Assignment #4; Exam #5</td>
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<td>Mid-Semester Review</td>
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<td>Tuesday</td>
<td>Chapter 11 - Ethics in Sports Medicine</td>
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<td>Thursday</td>
<td>Chapter 12 - Pre-Participation Physical Examination &amp; Drug Testing Programs</td>
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<td>Thursday</td>
<td>Consensus &amp; Position Statements</td>
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