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.)

   **BOC Role Delineation Study/Practice Analysis, Sixth Edition (Athletic Training Education Competency)**

   **Not all Athletic Training Competencies are taught in this course as there are often multiple competencies for each role delineation study area/item. Role Delineation items listed are at least partially covered by this course.**

   **DOMAIN I: Injury/illness prevention and wellness protection**

   A. Minimize risk of injury and illness of individuals and groups impacted by or involved in a
specific activity through awareness, education and intervention.

Knowledge of:
1. Roles of appropriate individuals (e.g., administrators, management, parents/guardians/family members, coaches, participants and members of the health care team) in risk and illness prevention (PHP 18, AC 2, HA 24)

3. Catastrophic risks (e.g., cardiorespiratory, neurological, thermoregulatory, endocrinological and immunological) (PHP 10, PHP 11)

5. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PHP 18)

6. Environmental risks (e.g., heat, cold, altitude, sunburn, insects, visibility/lighting and lightning) (PHP 10, PHP 11)

Skill in:
9. Communicating effectively (CIP 9)

10. Identifying appropriate resources (CIP 3)

11. Identifying risks PHP (PHP 1, PHP 5, PHP 17, CIP 3)

B. Interpret individual and group pre-participation and other relevant screening information (e.g., verbal, observed, written) in accordance with accepted and applicable guidelines to minimize the risk of injury and illness.

Knowledge of:
1. Established laws, regulations and policies (e.g., institutional, state and national) (PD 3, PD 4, PD 5, AC 1)

2. Established guidelines for recommended participation (PD 5, PD 8, PD 9)

3. Pre-participation evaluation process and procedures (HA 23)

4. Privacy laws (PD 3)

Skill in:
5. Applying appropriate pre-participation screening information (HA 23, CIP 1)

6. Applying established guidelines and regulations (PD 3, PD 4, PD 5)

8. Identifying appropriate resources (CIP 1, CIP 3)

10. Identifying established guidelines and regulations (PD 4, PD 5, PHP 12)

C. Identify and educate individual(s) and groups through appropriate communication methods (e.g., verbal, written) about the appropriate use of personal protective equipment (e.g., clothing, shoes, protective gear and braces) by following accepted procedures and guidelines.

Knowledge of:
1. Commercially available protective products (PHP 20, PHP 21, PHP 22)
2. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PHP 18)

4. Established standards pertaining to protective equipment (e.g., NOCSAE and ASTM) (PHP 20, PD 5)

5. Intended purpose, limitations and capabilities of protective equipment (PHP 20, PHP 21)

6. Legal risks and ramifications of making equipment modifications (PHP 20, PHP 21, PD 3, PD 4, PD 5)

7. Legal and safety risks involved in the construction and use of custom and commercial protective devices (PHP 20, PHP 21, PD 3, PD 4, PD 5)

8. Manufacturer’s guidelines regarding selection, fit, inspection and maintenance of equipment (PHP 20, PHP 21, PHP 22)

9. Materials and methods for fabricating custom-made protective devices (PHP 21)

10. Physical properties of the protective equipment materials (e.g., absorption, dissipation and transmission of energy) (PHP 20, PHP 21, PHP 22)

Skill in:

12. Fabricating and fitting custom-made devices (PHP 21)

13. Fitting standard protective equipment (PHP 22)

14. Interpreting rules regarding protective equipment (PHP 20, PD 5)

D. Maintain physical activity, clinical treatment and rehabilitation areas by complying with regulatory standards to minimize the risk of injury and illness.

Knowledge of:

1. Laws, regulations and policies (e.g., institutional, state and national) regarding safety and sanitation (PHP 7, PHP 20, TI 19, PD 3, PD 4, PD 5)

2. Manufacturer’s guidelines for maintaining equipment and devices (PHP 22, TI 19)

Skill in:

4. Complying with manufacturer’s recommendations for maintenance of equipment (PHP 20)

5. Maintaining a safe and sanitary environment in compliance with established standards (e.g., OSHA, universal precautions, local health department and institutional policy) (PHP 22, TI 19, TI 20, PD 4, PD 5, PD 7)

6. Recognizing noncompliance with safety and sanitation standards (PHP 7)

E. Monitor environmental conditions (e.g., weather, surfaces, client work-setting) using appropriate methods and guidelines to facilitate individual and group safety.

Knowledge of:
2. Emergency communication systems (HA 24)

5. Established standards regarding environmental risks (e.g., governing body rules/regulations, NATA, NCAA, ACSM, etc.) (PHP 12, HA 15, HA 16, PD 3, PD 4, PD 5)

6. Hazards common in activity areas (e.g., surface irregularities, obstructions, inadequate offsets, moisture and other foreign objectives, inadequate lighting, inadequate ingress and egress) (PHP 18)

7. Hazards common to equipment (e.g., shoulder pads, goal posts, computer keyboards, desk chairs, hand trucks) (PHP 18, PHP 19)

8. Methods for reducing risk from environmental conditions (e.g., activity scheduling, clothing selection and fluid replacement) (PHP 10, PHP 11, PHP 12)

9. Policies and procedures for removing participants from environmental risk situations (e.g., heat index, lightning and activity scheduling) (PHP 11)

10. Policy statements and guidelines pertaining to safety hazards (e.g., NATA and NCAA) (PD 4)

11. Rules governing play and established standards and practices (PD 4)

Skill in:

12. Conducting inspections and recognizing hazards (PHP 18)

14. Recognizing environmental and ergonomic risks (PHP 13)

15. Recognizing characteristics in participants that would predispose them to environmental and ergonomic risks (PHP 18, PHP 19)

16. Recommending and implementing appropriate methods for addressing hazards (CIP 3)

17. Using available resources to gather/interpret information regarding environmental data (PHP 13)

G. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.

Skill in:

10. Communicating with appropriate professionals regarding referral and treatment for individuals (PHP 43, PHP 47, PS 11, PS 14, PD 10)

11. Educating appropriate individuals on nutritional disorders, maladaptation, substance abuse and overtraining (PHP 32, PS 18)

**DOMAIN II: Clinical Evaluation and Diagnosis**

A. Obtain an individual’s history through observation, interview and/or review of relevant records
to assess injury, illness or health-related condition.  

**Skill in:**

17. Interpreting medical records and related reports (CIP 9)

D. Formulate a clinical diagnosis by interpreting the signs, symptoms and predisposing factors of the injury, illness or health-related condition to determine the appropriate course of action.

**Knowledge of:**

4. Indications for referral (CE 16, PD 10)

**Skill in:**

8. Identifying appropriate courses of action (e.g., treatment plan, referral) (CE 12, CE 16, PD 10)

E. Educate the appropriate individual(s) about the clinical evaluation by communicating information about the injury, illness or health-related condition to encourage compliance with recommended care.

**Knowledge of:**

3. Patient confidentiality rules and regulations (PS 18, PD 3, PD 4, PD 5)

5. Role and scope of practice of various health care professionals (AC 2, PS 10, PD 1, PD 2, PD 8, PD 9)

**Skill in:**

8. Directing a referral to the appropriate professionals (CE 16, PD 10)

11. Using standard medical terminology and nomenclature (CIP 9)

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**DOMAIN III: Immediate and Emergency Care**

A. Coordinate care of individual(s) through appropriate communication (e.g., verbal, written, demonstrative) of assessment findings to pertinent individual(s).

**Knowledge of:**

1. Components of the emergency action plan(s) (AC 2, AC 3, AC 4, AC 8, HA 21)

3. Roles of individual members of the medical management team (AC 2, PD 8, PD 10)

**Skill in:**

4. Communicating effectively with appropriate individuals (e.g., medical providers, patients, parents, administrators) (AC 2)

5. Educating individuals regarding standard emergency care procedures (AC 2, AC 3)

B. Apply appropriate immediate and emergency care procedures to prevent the exacerbation of health-related conditions to reduce the risk factors for morbidity and mortality.

**Knowledge of:**

1. Appropriate management techniques for life-threatening health-related conditions (e.g., respiratory, cardiac and central nervous) (AC 5, AC 6, AC 7, AC 19, AC 20, AC 22, AC 27, AC 28, AC 30, AC 33, AC 34, AC 38)

2. Appropriate use of emergency equipment and techniques (e.g., AED, CPR masks and BP cuff) (PHP 15, PHP 16, CE 23, AC 6, AC 7, AC 8, AC 9, AC 10, AC 29, AC 31, AC 32, AC 35, TI 28)
4. Common life-threatening medical situations (e.g., respiratory, central nervous and cardiovascular) (AC 7, AC 27, AC 36)

5. Emergency action plan(s) (HA 20)

6. Federal and state occupational, safety and health guidelines (AC 21, PD 4, PD 5)

7. Human physiology: normal and compromised functions (AC 7)

**Skill in:**

16. Implementing federal and state occupational, safety and health guidelines (PD 4, PD 5)

18. Managing common non-life-threatening and life-threatening emergency situations/health-related conditions (e.g., evaluation, monitoring and provision of care) (AC 1, AC 2, AC 7, AC 11, AC 12, AC 13, AC 14, AC 15, AC 16, AC 17, AC 18)

19. Measuring, monitoring and interpreting vital signs (AC 6, AC 7, AC 28, AC 29, AC 32)

21. Transferring care to appropriate medical and/or allied health professionals and/or facilities (PD 10)

C. Implement appropriate referral strategies, while stabilizing and/or preventing exacerbation of the condition(s), to facilitate the timely transfer of care for health-related conditions beyond the scope of practice of the Athletic Trainer.

**Knowledge of:**

2. Emergency action plan(s) (AC 1, AC 2)

5. Roles of medical and allied health care providers (AC 2)

**Skill in:**

6. Communicating with appropriate professionals regarding referral and treatment for individuals (PS 18)

D. Demonstrate how to implement and direct immediate care strategies (e.g., first aid, emergency action plan) using established communication and administrative practices to provide effective care.

**Knowledge of:**

2. Emergency action plan(s) (HA 20)

4. Pertinent administrative practices (HA 29)

5. Roles of medical and allied health care providers (AC 2)

**Skill in:**

6. Implementing the emergency action plan(s) (HA 20)
7. Implementing relevant administrative practices (e.g., injury reports, documentation, case reports) (CIP 9)

**DOMAIN IV: Treatment and Rehabilitation**

C. Apply braces, splints or other assistive devices according to appropriate practices in order to facilitate injury protection to achieve optimal functioning for the individual.

*Knowledge of:*

1. Commercially available soft goods (TI 16)

2. Functions of bracing (TI 16)

3. Legal risks and ramifications for bracing (PHP 20)

4. Pathomechanics of common and catastrophic injury (CE 3, CE 4)

5. Materials and methods for fabricating custom-made devices (TI 16)

6. Pathomechanics of the injury or condition (CE 3, CE 4, CE 5)

D. Administer treatment for injury, illness and/or health-related conditions using appropriate methods to facilitate injury protection, recovery and/or optimal functioning for individual(s).

*Knowledge of:*

3. Pathophysiology associated with systemic illness, communicable diseases and infections (e.g., bacterial, viral, fungal and parasitic) (PHP 5, PHP 6, HA 15)

E. Reassess the status of injuries, illnesses and/or health-related conditions using appropriate techniques and documentation strategies to determine appropriate treatment, rehabilitation and/or reconditioning and to evaluate readiness to return to a desired level of activity.

*Knowledge of:*

3. Appropriate documentation protocols (HA 11, HA 12)

F. Provide guidance and/or referral to specialist for individual(s) and groups through appropriate communication strategies (e.g., oral and education materials) to restore an individual(s) optimal functioning.

*Knowledge of:*

2. Appropriate documentation protocols (HA 11)

3. Available support systems (e.g., psychosocial, community, family and health care) related to rehabilitation, recovery and performance (PS 11, HA 30)

7. Referral resources (CE 22, PD 10)

*Skill in:*

8. Communicating with appropriate professionals regarding referral and treatment for individuals (CIP 9)

9. Directing a referral to the appropriate professionals (CE 22, PS 11, PD 10)
10. Identifying appropriate individuals to educate (TI 10, PS 18)

11. Indications for referral (CE 22, PS 14, PD 10)

**DOMAIN V: Organizational and Professional Health and Well-being**

**A. Apply basic internal business functions (e.g., business planning, financial operations, staffing) to support individual and organizational growth and development.**

*Knowledge of:*

1. Appropriate computer software applications (HA 12)

2. Credentialing systems and general requirements for pertinent professions (PD 2, PD 6)

3. Facility design and operation (HA 5, HA 29)

4. Human resource management (HA 12, HA 13, HA 14)

5. Institutional budgeting and procurement process (HA 6, HA 8)

6. Institutional and federal employment regulations (e.g., EEOC, ADA and Title IX) (HA 15, HA 16, HA 17, PD 3)

7. Management techniques (HA 2, HA 3)

8. Leadership styles (HA 2, HA 3)

9. Revenue generation strategies (HA 7, HA 25, HA 26, HA 27, HA 28)

10. Staff scheduling, patient flow and allocation of resources (HA 2, HA 6, HA 8)

11. Storage and inventory procedures (HA 6)

12. Strategic planning and goal setting (HA 3, HA 4)

*Skill in:*

13. Facility design, operation and management (e.g., planning, organizing, designing, scheduling, coordinating, budgeting) (HA 5)

14. Managing financial resources (e.g., planning, budgeting, resource allocation, revenue generation) (HA 6, HA 8)

15. Managing human resources (e.g., delegating, planning, staffing, hiring, firing and conducting performance evaluations) (HA 12, HA 13, HA 14)

16. Using computer software applications (e.g., word processing, data base spreadsheet and Internet applications) (HA 6, HA 8)

**B. Apply basic external business functions (e.g., marketing and public relations) to support organizational sustainability, growth and development.**

*Knowledge of:*

1. Appropriate computer software applications (HA 12)

2. Credentialing systems and general requirements for pertinent professions (PD 3)

3. Facility design and operation (HA 5, HA 29)

4. Human resource management (HA 12, HA 13, HA 14)

5. Institutional budgeting and procurement process (HA 6, HA 8)

6. Institutional and federal employment regulations (e.g., EEOC, ADA and Title IX) (HA 15, HA 16, HA 17, PD 3)

7. Management techniques (HA 2, HA 3)

8. Leadership styles (HA 2, HA 3)

9. Revenue generation strategies (HA 7, HA 25, HA 26, HA 27, HA 28)

10. Staff scheduling, patient flow and allocation of resources (HA 2)

11. Storage and inventory procedures (HA 6)

12. Strategic planning and goal setting (HA 3, HA 4)

**Skill in:**

13. Facility design, operation and management (e.g., planning, organizing, designing, scheduling, coordinating, budgeting) (HA 5)

14. Managing financial resources (e.g., planning, budgeting, resource allocation, revenue generation) (HA 6, HA 8)

15. Managing human resources (e.g., delegating, planning, staffing, hiring, firing and conducting performance evaluations (HA 12, HA 13, HA 14)

16. Using computer software applications (e.g., word processing, data base spreadsheet and Internet applications) (HA 6, HA 8)

C. Maintain records and documentation that comply with organizational, association and regulatory standards to provide quality of care and to enable internal surveillance for program validation and evidence-based interventions.

**Knowledge of:**

1. Appropriate computer software applications (HA 11)

2. Credentialing systems and general requirements for pertinent professions (PD 3)

3. Criteria for determining the legal standard of care in athletic training (e.g., state statutes and regulations, professional standards and guidelines, publications, customs, practices and societal expectations) (AC 1, TI 21)
5. Federal and state statutes, regulations, and adjudication that apply to the practice and/or organization and administration of athletic training (e.g., OSHA, DEA, Title IX, Civil Rights Act, HIPAA, Buckley Amendment, labor practices, patient confidentiality, insurance and record keeping) (PD 3, HA 10)

6. Guidelines and regulations for decreasing exposure to environmental hazards (PD 3, PD 5)

7. Guidelines for development of risk management policies and procedures (PD 3, PD 5)

8. Institutional drug testing and substance abuse policies (PHP 17, PHP 18)

9. Institutional, governmental and appropriate organizational guidelines for safety, health care delivery and legal compliance (PD 3, PD 4, PD 5)

10. Institutional review boards, policies and procedures regarding informed consent guidelines (PD 8)

11. Institutional risk management policies and procedures (PHP 18, HA 18)

12. Prescreening participation guidelines (HA 23)

13. Relevant policy and position statements of appropriate organizations (e.g., ACSM, AOASM, AOSSM, AMSSM, NCAA, NATA, NFHSA, NAIA, USOC) (PD 5)

14. Standard medical terminology and nomenclature (CE 1, TI 22)

15. State statutes, regulations and adjudication that directly govern the practice of athletic training (e.g, state practice and title acts, state professional conduct and misconduct acts, liability and negligence) (PD 3, PD 4, PD 5)

16. State statutes, regulations and adjudication governing other professions which impact the practice of athletic training (e.g., medicine, physical therapy, nursing, pharmacology) (PD 8)

**Skill in:**

17. Creating and completing the documentation process (HA 9, HA 11)

18. Obtaining, interpreting, evaluating and applying relevant research data, literature and/or other forms of information (TI 7)

19. Obtaining, interpreting, evaluating and applying relevant policy and position statements (PD 3, PD 5)

20. Interacting with appropriate administration leadership (CIP 9)

22. Researching professional standards and guidelines (e.g., BOC, NATA, state organizations) (HA 10, PD 3, PD 4, PD 5, PD 6)
23. Using computer software applications (e.g., word processing, data base spreadsheet and Internet applications) (CIP 9)

D. Demonstrate appropriate planning for coordination of resources (e.g., personnel, equipment, liability, scope of service) in event medical management and emergency action plans.

Knowledge of:

1. Appropriate medical equipment and supplies (AC 8, AC 9, AC 10, AC 13, AC 15, AC 16, AC 18, HA 19, HA 20)

2. Criteria for determining the legal standard of care in athletic training (e.g., state statutes and regulations, professional standards and guidelines, publications, customs, practices and societal expectations) (PD 3, PD 4, PD 5, PD 6)

3. Federal and state statutes, regulations and adjudication that apply to the practice and/or organization and administration of athletic training (e.g., OSHA, DEA, Title IX, Civil Rights Act, HIPAA, Buckley Amendment, labor practices, patient confidentiality, insurance and record keeping) (TI 21, HA 15, HA 16, HA 17)

5. Institutional, governmental and appropriate organizational guidelines for safety, health care delivery and legal compliance (HA 29, PD 3, PD 4, PD 5, PD 6)

6. Institutional review boards, policies and procedures regarding informed consent guidelines (PD 8)

7. Institutional risk management policies and procedures (HA 18, HA 19)

8. Prescreening participation guidelines (HA 23)

9. Reimbursement issues (HA 25, HA 26, HA 27, HA 28)

10. Staff preparedness (HA 20, HA 21, HA 22)

11. State statutes, regulations and adjudication that directly govern the practice of athletic training (e.g., state practice and title acts, state professional conduct and misconducts acts, liability and negligence) (HA 15, HA 16, HA 17, PD 3, PD 4, PD 5, PD 6)

12. State statutes, regulations and adjudication governing other professions that impact the practice of athletic training (e.g., medicine, physical therapy, nursing, pharmacology) (HA 15, HA 16, HA 17, PD 8)

13. Site-specific access issues (HA 20)

Skill in:

14. Creating and completing the documentation process (CIP 9)

15. Interacting with appropriate administration leadership (CIP 9)
16. Obtaining, interpreting, evaluating and applying relevant policy and position statements (PD 8)

18. Researching professional standards and guidelines (e.g., BOC, NATA, state organizations) (PD 3, PD 4, PD 5)

19. Using computer software applications (e.g., word processing, data base spreadsheet and Internet applications) (CIP 9)

E. Demonstrate an understanding of statutory and regulatory provisions and professional standards of the practice of athletic training in order to provide for the safety and welfare of individual(s) and groups.

Knowledge of:

1. Appropriate equipment and facility inspection procedures and documentation (PHP 18, TI 19, TI 20)

2. Criteria for determining the legal standard of care in athletic training (e.g., state statutes and regulations, professional standards and guidelines, publications, customs, practices and societal expectations) (PD 3, PD 4, PD 5)

3. Federal and state statutes, regulations and adjudication which apply to the practice and/or organization and administration of athletic training (e.g., OSHA, DEA, Title IX, Civil Rights Act, HIPAA, Buckley Amendment, labor practices, patient confidentiality, insurance, record keeping) (TI 21, PS 18, PD 4, PD 6)

4. Institutional, professional and governmental guidelines for maintenance of facilities and equipment (PD 4)

5. Manufacturer’s operational guidelines (PHP 20, TI 19)

6. Safe playing and treatment environments (PHP 12, PHP 18)

7. State statutes, regulations and adjudication that directly govern the practice of athletic training (e.g., state practice and title acts, state professional conduct and misconducts acts, liability and negligence) (PD 4, PD 6)

8. State statutes, regulations and adjudication governing other professions which impact the practice of athletic training (e.g., medicine, physical therapy, nursing, pharmacology) (PD 4)

Skill in:

9. Researching and applying state and federal statutes, regulations and adjudications (PD 4, PD 6)

10. Researching professional standards and guidelines (e.g., BOC, NATA, state organizations) (PD 4, PD 6)

11. Researching practice methods and procedures (PD 4, PD 5, PD 6)
F. Develop a support/referral process for interventions to address unhealthy lifestyle behaviors.

Knowledge of:
1. Appropriate professional behaviors (PD 5, PD 6)
2. Credentialing systems and general requirements for health care professions (PD 5, PD 6)
3. Community resources (PD 8, PD 10, AC 2)
4. Confidentiality policies (PS 18)
5. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PS 4)
6. Effective meeting planning (PD 10)
7. Federal and state statutes, regulations and adjudication which apply to the practice and/or organization and administration of athletic training (e.g., OSHA, DEA, Title IX, Civil Rights Act, HIPAA, Buckley Amendment, labor practices, patient confidentiality, insurance, record keeping) (HA 30, PD 4, PD 6)
8. Institutional and governmental regulations regarding drug use, substance abuse and mental illness (PD 3, PD 4, PD 5)
9. Institutional chain of command
10. Role and scope of practice of various health care professionals (HA 1, PD 4, PD 5, PD 6)

Skill in:
11. Communicating with appropriate professionals regarding referral and treatment for individuals (PD 10)
12. Directing a referral to the appropriate professionals (PD 10, CIP 8)
13. Identifying appropriate individuals to educate (CIP 3, CIP 9)
14. Indications for referral (PD 10)
15. Interpreting standard medical terminology and nomenclature for appropriate individuals (CIP 9)
16. Mitigating conflict (HA 2)

OTHER NOT SPECIFIED BY DOMAIN
Identify the necessary components to include in a preparticipation physical examination as recommended by contemporary guidelines (e.g., American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness) (PHP 8)
Explain the role of the preparticipation physical exam in identifying conditions that might predispose the athlete to injury or illness (PHP 9)

Identify strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers (PD 11)

Identify mechanisms by which athletic trainers influence state and federal healthcare regulation (PD 12)
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

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<td>Final Course Assignment</td>
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<td>200 points</td>
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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
**Exams**
Students will complete an examination after each student presentation. The student presenting will create the examination. The instructor will check the examination prior to class distribution and will grade completed examinations. Examinations will be administered via Blackboard.

**Participation & Attendance**
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.

**Assignments**
Reading for the day’s class will be done prior to coming to class. Each student will give a short presentation and will create an assignment/activity for their classmates to participate in during the class time. Students are expected to participate, be engaged and complete assignments by the end of the class unless an extension is granted by the instructor for the entire class.
**Quizzes**
Students will complete a “readiness quiz” at the beginning of each class to ensure that the chapter reading was completed. Students will need to get at least a 60 percent (3/5 questions) correct to be allowed to participate in the day’s activities. Ill prepared students will not be able to contribute to the activity and will be asked to use the class time reviewing the chapter materials. Students will also be deducted 20% for that day’s assignment as they were not prepared to participate.

**Final Examination**
Students will take a comprehensive final examination at the end of the semester. The examination will be provided on Blackboard.

**Final Course Assignment**
See attached. Students will complete a business prospectus which could be presented to a future employer. Students will work on the project throughout the course and turn it in at the end of the semester.

**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 **50% reduction in the score**. 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. 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:

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____________
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Agenda</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19/2017</td>
<td>Thursday</td>
<td>Syllabus Review, Introduction, How to get a Job (Dr. Boham)</td>
<td>Exam #1</td>
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<tr>
<td>1/24/2017</td>
<td>Tuesday</td>
<td>Chapter 1 - Theoretical Basic of Management (Lauren)</td>
<td>Assignment #1; Exam #2</td>
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<tr>
<td>1/26/2017</td>
<td>Thursday</td>
<td>Chapter 2 - Program Management (Andy)</td>
<td>Assignment #2; Exam #3</td>
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<td>1/31/2017</td>
<td>Tuesday</td>
<td>Chapter 3 - Human Resource Management (Augie)</td>
<td>Assignment #3; Exam #4</td>
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<tr>
<td>2/2/2017</td>
<td>Thursday</td>
<td>Chapter 4 - Financial Resource Management (Clarissa)</td>
<td>Assignment #4; Exam #5</td>
</tr>
<tr>
<td>2/7/2017</td>
<td>Tuesday</td>
<td>Chapter 4 - Financial Resource Management</td>
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<tr>
<td>2/9/2017</td>
<td>Thursday</td>
<td>Chapter 5 - Facility Design and Planning (Sydney)</td>
<td>Assignment #5; Exam #6</td>
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<tr>
<td>2/14/2017</td>
<td>Tuesday</td>
<td>Chapter 5 - Facility Design and Planning</td>
<td>Mid-Semester Review</td>
</tr>
<tr>
<td>2/16/2017</td>
<td>Thursday</td>
<td>Chapter 6 - Information Management (Ricardo)</td>
<td>Assignment #6; Exam #7</td>
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<tr>
<td>2/21/2017</td>
<td>Tuesday</td>
<td>Chapter 7 - Reimbursement for Health Care Services (Dylan)</td>
<td>Assignment #7; Exam #8</td>
</tr>
<tr>
<td>2/23/2017</td>
<td>Thursday</td>
<td>Chapter 8 - Legal Considerations in Sports Medicine (Joey)</td>
<td>Assignment #8; Exam #9</td>
</tr>
<tr>
<td>2/28/2017</td>
<td>Tuesday</td>
<td>Chapter 9 - Ethics in Sports Medicine (Jasmine)</td>
<td>Assignment #9; Exam #10</td>
</tr>
<tr>
<td>3/2/2017</td>
<td>Thursday</td>
<td>Chapter 10 - Pre-Participation Physical Examination (Kelsey) &amp; Drug Testing Programs (Kyle)</td>
<td>Assignment #10; Exam #11</td>
</tr>
<tr>
<td>3/7/2017</td>
<td>Tuesday</td>
<td>Risk Management (Lupe)</td>
<td>Assignment #11; Exam #12</td>
</tr>
<tr>
<td>3/9/2017</td>
<td>Thursday</td>
<td>Consensus &amp; Position Statements (Dr. Boham, All Students)</td>
<td>Assignment #12; Exam #13</td>
</tr>
<tr>
<td>3/10/2016</td>
<td>Friday</td>
<td>FINAL EXAM</td>
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You will create a business prospectus for your future business. You will write your prospectus as if you are presenting your business model to an investor (me, your Professor). You should sell me on your business and demonstrate for me how you plan to operate, administer, and organize your business.

Your project must include the following items in the rubric below. Please make sure that your assignment is turned in a 3 ring binder with the following sections:

1. **Theoretical Basis of Management (15 Points)**
   Please explain the type of business you would like to create.
   
   ____/3__ Give me 1-2 paragraphs concerning the scope of the practice and the rationale behind opening your own business.
   
   ____ Please provide me with your goals:
   
   ___/2__ 1 Year Goal
   ___/2__ 5 Year Goal
   ___/2__ 10 Year Goal

   Please identify how you will incorporate and encapsulate the three types of management roles (Interpersonal, Informational, and decisional) for your business and how you will interact with your employees.

   ___/2__ Interpersonal
   ___/2__ Informational
   ___/2__ Decisional

2. **Program Management (30 Points)**
   Please provide a Vision Statement for your Business.
   
   ___/2__ An ambitious and compelling statement regarding the business
   
   ___/2__ States name of service provider
   
   ___/2__ States description of the service to be provided
   
   ___/2__ States the targeted clients
   
   ___/2__ Declaration of quality

   Please provide a Mission Statement for your Business.

   ___/2__ States services offered
   
   ___/2__ States goals of the business
   
   ___/2__ States the philosophy of the business & code of behavior
   
   ___/2__ States the “self-concept” of the business (evaluation of strengths & weaknesses)
   
   ___/2__ States the desired program image based on feedback from internal and external Stakeholders

   Please include a Dress Code Policy for your Employees:

   ___/2__ Specific requirements
   
   ___/2__ Reasonable requests based on environment
   
   ___/2__ Consequences for violating the policy
Please identify the Organizational Players who will be influential to the business proposal and how you will manage to “sell” your business plan to these individuals.

- **Ally**
- **Opponent**
- **Bedfellow**
- **Adversary**

3. **Human Resource Management (20 Points)**
   - **Organizational Culture**
     - Identify the organizational culture for your business and explain why this culture will be idealistic for the business.
   - **Organizational Flow Chart**
     - Create an organizational flow chart for all of your future employees. You may choose any one of the following chart types: function-oriented organizational chart, service-oriented organizational chart, or matrix organization chart.
   - **Positional Description, Job Specification, and Job Description**
     - Create positional description for each employee in the organization
     - Create job specifications for each employee in the organization
     - Create job descriptions for each employee in the organization

4. **Financial Resource Management (25 Points)**
   - **Job Responsibilities**
     - Indicate who in the organization will be responsible for controlling the following items: budget, inventory control, and purchasing.
   - **Type of Budget**
     - Select the type of budget you think would be the best model for your proposed business. Please justify why this model will be most effective.
   - **Budget**
     - Using your Budget, please identify the cost to start the business. Please include a
       - Needs Assessment
       - Exploration
       - Information Gathering
       - Decision Making
     - Please address your steps you will follow in the purchasing process.
     - Within your budget please address the capital needs/costs
     - Within your budget please address the expendable equipment needs/costs

5. **Facility Design and Planning (20 Points)**
   - **Schematic Drawings**
     - Please include a drawing of your dream facility.
     - Size of building
     - Treatment Rooms
     - Offices
     - Reception Area
     - Outlets
6. **Information Management (9 Points)**

Why Document?

___/3__ Please address the importance of medical documentation. Please state your expectations or standards for documentation of medical records by your employees (include frequency, tools, resources needed, etc.)

___/3__ Please describe the FERPA and HIPPA concerns relating to the release of medical information. Please also describe how your facility will handle FERPA and HIPPA issues for patients.

___/3__ Please create an Insurance Information Form for your Patients to Sign so your facility may discuss medical conditions and collect payment for services.

7. **Reimbursement for Health Care Services (40 Points)**

Reimbursement

_____ Please describe the following health care terms.

___/3__ Health Insurance

___/3__ Athletic Accident Insurance

___/3__ Catastrophic Insurance

___/3__ Disability Insurance

_____ Please describe the following types of medical insurance policies. Please indicate whether your facility will treat patients with the following types of insurance policies.

___/3__ Self-Insurance

___/3__ Primary Coverage

___/3__ Secondary Coverage

___/3__ What is your facility’s Experimental Therapy Policy?

_____ Please explain the different types of third-party reimbursements. Please explain how the reimbursements or coverages of these policies will affect the treatment of patients in your facility.

___/4__ Health Maintenance Organization (HMOs)

___/4__ Preferred Provider Organizations (PPOs)

___/4__ Exclusive Provider Organization (EPOs)

___/4__ Point of Service (POS)

8. **Legal Considerations (12 Points)**

Legal Principles

_____ Please define the following terms and describe systems/policies to prevent these legal issues within your facility.

___/2__ Torts

___/2__ Negligence

___/2__ Please describe the 4 criteria that must be met in order to prove Negligence
Credentialing
___/2__ Please explain the credentialing necessary for the employees in your facility.
___/2__ Please find the medicapractice act in the state of your proposal and include it in your proposal.
___/2__ Please demonstrate the cost associated with credentialing all employees’ in your facility

9. Ethics (9 Points)
Ethics
___/2__ Please research or identify the professional ethics that will govern your facility.
_____ Please identify how you will manage and deal with the following unethical conducts should they occur in your facility.
___/1__ Breach of Confidentiality
___/1__ Conflict of Interest
___/1__ Exploitation
_____ Please define and explain your facilities policies regarding the following ethical dilemmas.
___/1__ Forbidden Knowledge
___/1__ Knowledge of High-Risk Behaviors
___/1__ Knowledge of Illegal Activities
___/1__ Knowledge of Conflicting Interest

Evaluations
___5__/ Please identify what evaluations/screenings will be used to document conditions or treatment protocols for new patients seen in the facility. Please also explain the importance for these protocols (ie, legally, and in determining course of treatment).

Drug Testing
___3__/ Please identify and describe the drug testing policy for your employees in your facility. Please also include the penalty for a positive drug test.
___2__/ Please identify and describe the drug testing policy for your patients (if needed) seen at your facility. Please include the penalty or course of action for a positive drug test.

Other:
___/4__ Organization
___/6__ Grammar & Spelling

TOTAL: ______/200 Points