

	<p>Department of Kinesiology</p> <p>ATR 6065: Leadership and Management in Athletic Training</p> <p>3 units</p>
<p style="text-align: center;">Spring 2021</p> <p>Meeting days: Fridays Instructor: Susan Ganz, PhD, ATC, CFSC</p> <p>Meeting times: 8:00 - 10:30 AM Office phone: 619.849.2704</p> <p>Meeting location: MV309 Cell Phone: 619.701.2567</p> <p>Office hours: E-mail: sganz@pointloma.edu Links to an external site.</p>	

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION AND AIM

This course focuses on management, administration, leadership, and professional responsibilities associated with providing health care in an athletic training room, health care facility, and related venues that provide health care to athletes and others involved in physical activities. Topics include athletic training room design, budget, organization,

and administration of pre-participation physical exams, components of a medical record, regulations, insurance, personnel management.

PROGRAM LEARNING OUTCOMES

Upon completion of the Master of Science in Athletic Training (MS-AT), the successful student will be able to:

1. To prepare students to demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology
2. To prepare students to develop expertise in the athletic training domains through an integrative experiential clinical model
3. To equip students with appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer
4. To prepare students to establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators
5. To prepare students to demonstrate preparation, knowledge and skill in the delivery of comprehensive health care to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.

COURSE LEARNING OUTCOMES

Upon completing this course, you should be able to:

1. Successfully manage a sports facility.
2. Hire, manage, and evaluate personnel.
3. Develop effective organizational policies and procedures.

REQUIRED TEXT

Title	Leadership and Management in Athletic Training: An Integrated Approach
Author	Mathew Kutz

ISBN 978-1284124880

Publisher Jones & Bartlet

Publication Date Copyright 2019

COURSE CREDIT HOUR INFORMATION

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. It is estimated that all 15 weeks of the course will take roughly 150 hours to complete.

ASSESSMENT AND GRADING

Your grades will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the feedback provided in the gradebook as these comments are intended to help you improve your work. Final grades will be posted within ten days of the end of the class. Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components that will be evaluated include:

Assignment Category	Percentage of Final Grade
Discussions	20%
Lessons	5%
Activities	35%
Attendance & Participation	20%
Final Paper	20%

Discussions

We will utilize the Discussion Board feature of canvas to expand upon topics raised during class and from your reading of the textbook and outside journals. You will have

the opportunity, via the discussion Boards, to interact with your fellow students and with me and to discuss topics of interest to you. You are invited to become engaged with others in this class as you debate issues raised in the questions, examine and analyze case studies related to the content, and respond to the comments of your classmates.

For each Discussion Board topic, you will be required to post one response of your own and to post two replies to classmates. Thus, you must respond at least **three times** to each Discussion Board topic on Canvas. Your response to a classmate's post may include one or more of the following:

- Ask a probing question
- Share an insight from having read your classmate's post
- Offer and provide evidence to support an opinion
- Validate a classmate's idea with reference to your own experiences
- Make a suggestion for improvement
- Expand on your classmate's post.

To receive full credit for your participation, your initial post must be completed by 11:59 PM PST on Wednesday and response to your classmates' posts (minimum of two) must be completed by 11:59 PM PST on Saturday.

Lessons

Each week you will read through a guided lesson on Canvas. In addition to text and video content, these lessons will include quiz questions and free-response sections to allow you to check your comprehension of the material and ask any questions for the professor to answer in class.

Activities

These assignments are the main focus of the class, and they will typically be due the day before class or at 11:59 PM PST on Sunday. These activities will allow you to apply the concepts learned in the class to real-world scenarios that an allied health care management professional will encounter. As such, many of these activities will make excellent portfolio pieces for you as an Athletic Training student.

Attendance & Participation

You must attend each face-to-face class session and participate actively in our in-class discussions and activities.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations or adjustments, modifications or auxiliary aids/services. At Point

Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in Rm. 312C at the Mission Valley Regional Center via DRC@pointloma.edu[Links to an external site.](#) or 619.849.2533. The DRC's policies and procedures for assisting such students in the development of an appropriate Accommodation Plan (AP) allows PLNU to comply with Section 504/508 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required and official disability documentation, the DRC will contact the student within 15 business days to schedule an AP meeting. During the AP meeting, an Accommodation Plan will be established to meet the student's specific disability-related needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each quad/semester. The AP must be implemented in all such courses by faculty. All questions should be directed to the DRC for clarification.

ATTENDANCE AND PARTICIPATION POLICY

At Point Loma Nazarene University, attendance is required at all scheduled classes. These courses are taught in the hybrid format, which means some class meetings will be face-to-face and some will be online. Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week.

Face-to-face Portion of the Hybrid course

In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Program Director warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

Online Portion of the Hybrid Course

If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Program Director warning of attendance jeopardy. There are no exceptions to this policy.

ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See **Graduate Academic and General Policies** for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, students will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, students will be verifying all assignments completed in this course were completed by them. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. At the Mission Valley campus we have an onsite chaplain who is available during class break times across the week. If students have questions, a desire to meet with the chaplain or have prayer requests you can send an email to gradchaplainmissionvalley@pointloma.edu[Links to an external site.](#) In addition, there are resources for your Christian faith journey available at the [Graduate & Professional Student Spiritual Life web page](#).

PLNU USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your classwork.

ACTIVE LEARNING

Your active participation in this class will be required. You will be responsible for your own learning by reviewing class material before and after class. I will guide you in this process; however, in the end, the onus of learning will be your responsibility. **Become intrinsically motivated to improve yourself and your understanding of management theories, policy and procedures, and application of;** if you do this you will succeed every time.

Here are some KEYS to success:

- EFFORT (Work hard)
- APPROACH (Work smart)
- ATTITUDE (Think positively)

Evidence-based medicine (EBM) is the integration of clinically relevant research, clinical

skills and experience, and patient preferences and values (Sackett et al 2000). The increased awareness **and focus on the practice of Evidence-Based Medicine comes from our daily need for valid information about diagnosis, prognosis, therapy, and prevention.** We want to ask local questions about the effectiveness of therapeutic modalities and design ways to find answers. The EBM portion of this course is **designed so students can explore therapeutic modalities commonly used in the athletic training setting** and determine what evidence is available to support their current uses.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class—but please make sure you use them appropriately and responsibly. ***If a tech tool becomes a distraction or disruption while class is in session, I will ask you to put it away or invite you to no longer bring it to class.***

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "Academic

dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course."

COURSE RULES/GUIDELINES

Make-Ups

Make-up exams/quizzes will be given only if the professor is notified of the excused absence prior to the missed class or if the student has a legitimate emergency/illness. Missed work will need to be completed by the following class period.

Late Work

Assignments not turned in the day and time they are due will automatically be docked 10% for each day that it is late.

Email

Email will be the **MAIN** form of communication used by the professor outside of class. Students are expected to check their email at least **ONCE A DAY**. If you know of issues with your @pointloma.edu account please notify the professor immediately.

Acceptable behavior

- Make sure cell phones are turned off and put away (no texting or making/receiving calls during class).
- Even if you don't always agree, you will have respect for each other's opinions as to what is being discussed in class.
- Everyone learns at a different rate; at no time should you make other's feel inadequate.

COMPETENCIES

No Competency

- PHP-8** Identify the necessary components to include in a preparticipation physical examination as recommended by contemporary guidelines (eg, American Heart

Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).

PHP-9 Explain the role of the preparticipation physical exam in identifying conditions that might predispose the athlete to injury or illness.

PHP-17i Lightning strike

PHP-18 Explain strategies for communicating with coaches, athletes, parents, administrators, and other relevant personnel regarding potentially dangerous conditions related to the environment, field, or playing surfaces.

CE-23 Describe current setting-specific (eg, high school, college) and activity-specific rules and guidelines for managing injuries and illnesses.

TI-19 Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment.

TI-20 Inspect therapeutic equipment and the treatment environment for potential safety hazards.

HA-2 Describe the impact of organizational structure on the daily operations of a healthcare facility.

HA-3 Describe the role of strategic planning as a means to assess and promote organizational improvement.

HA-4 Describe the conceptual components of developing and implementing a basic business plan.

HA-5 Describe basic healthcare facility design for a safe and efficient clinical practice setting.

HA-6 Explain components of the budgeting process including: purchasing, requisition, bidding, request for proposal, inventory, profit and loss ratios, budget balancing, and return on investments.

- HA-7** Assess the value of the services provided by an athletic trainer (eg, return on investment).
- HA-8** Develop operational and capital budgets based on a supply inventory and needs assessment; including capital equipment, salaries and benefits, trending analysis facility cost, and common expenses.
- HA-9** Identify the components that comprise a comprehensive medical record.
- HA-10** Identify and explain the statutes that regulate the privacy and security of medical records.
- HA-11** Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.
- HA-12** Use a comprehensive patient-file management system for appropriate chart documentation, risk management, outcomes, and billing.
- HA-13** Define state and federal statutes that regulate employment practices.
- HA-14** Describe principles of recruiting, selecting, hiring, and evaluating employees.
- HA-15** Identify principles of recruiting, selecting, employing, and contracting with physicians and other medical and healthcare personnel in the deployment of healthcare services.
- HA-17** Identify key regulatory agencies that impact healthcare facilities, and describe their function in the regulation and overall delivery of healthcare.
- HA-18** Describe the basic legal principles that apply to an athletic trainer's responsibilities.
- HA-19** Identify components of a risk management plan to include security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.

- HA-20** Create a risk management plan and develop associated policies and procedures to guide the operation of athletic training services within a healthcare facility to include issues related to security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
- HA-21** Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals.
- HA-23** Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities? rules, guidelines, and/or recommendations.
- HA-25** Describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models.
- HA-26** Describe the criteria for selection, common features, specifications, and required documentation needed for secondary, excess accident, and catastrophic health insurance.
- HA-27** Describe the concepts and procedures for revenue generation and reimbursement.
- HA-28** Understand the role of and use diagnostic and procedural codes when documenting patient care.
- HA-30** Describe the role and functions of various healthcare providers and protocols that govern the referral of patients to these professionals.
- PD-1** Summarize the athletic training profession's history and development and how current athletic training practice has been influenced by its past.
- PD-2** Describe the role and function of the National Athletic Trainers' Association and its influence on the profession.
- PD-3** Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.
- PD-4** Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state

regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.

- PD-5** Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis.
- PD-6** Explain the process of obtaining and maintaining necessary local, state, and national credentials for the practice of athletic training.
- PD-8** Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.
- PD-10** Develop healthcare educational programming specific to the target audience (eg, clients/patients, healthcare personnel, administrators, parents, general public).
- PD-11** 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-12** Identify mechanisms by which athletic trainers influence state and federal healthcare regulation.
- CIP-9** Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.