



## Department of Kinesiology

ATR 460: Allied Health Care Management

Fall 2018

<b>Meeting days:</b> Thursday	<b>Instructor:</b> Susan Ganz, PhD, ATC, CFSC
<b>Meeting times:</b> 11:00am – 12:15pm	<b>Office phone:</b> 619-849-2704
<b>Meeting location:</b> Kines #2	<b>Cell Phone:</b> 619-701-2567
<b>Class dates:</b> 8-30-18 through 12 -6-18	<b>E-mail:</b> <a href="mailto:sganz@pointloma.edu">sganz@pointloma.edu</a>
<b>Final Exam:</b> None	<b>Office hours:</b>

### **COURSE DESCRIPTION AND AIM**

---

This course will provide an overview of leadership theory and practices in allied health care. The trends in national and international health care.

This course provides you with in-depth study and eventual mastery of the knowledge and skills you will need as a health professional to utilize and implement appropriate administrative policies, procedures and practices. Students will learn how to:

- ✓ Create a resume & cover letter
- ✓ Inventory & design a budget
- ✓ Documentation of Medical Records
- ✓ Write & implement P&P's
- ✓ The in's & outs of insurance (process, forms, procedures)
- ✓ Create a policy & forms for PPE's.

**In the process, you will develop an emerging mastery of the *Educational Competencies* of the NATA's Educational Council in preparation for the Board of Certification Examination for Athletic Trainers.**

To be successful in this course, students must pre-read material, participate in discussion board and come to class prepared. This course is a seminar based class (discussion lead) where we discuss the how not the what. Where possible, we will do activities in class or have study sessions to improve your retention. Graded assignments (e.g., tests, quizzes, projects and review of literature paper) will be used to help students identify, recall, synthesize and apply the key concepts in allied health care management,

### **STUDENT LEARNING OUTCOMES**

---

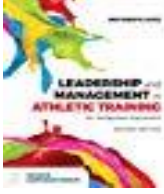
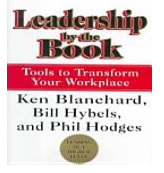
Upon completing this course, you should be able to:

- Develop sports medicine policies, & link it to the appropriate processes and procedures
- Analyze and apply the recruitment and hiring process, especially as affected by discrimination and bias based on race, gender, etc.
- Manage the athletic training program's inventory of equipment and supplies
- Create a plan for a sports medicine facility with specialized functional areas.
- Define the types of injuries covered by most athletic accident insurance policies.
- Identify and problem solve methods to avoid legal liability while improving the quality of athletic training care.

- Implement strategies for avoiding ethical problems and for dealing with them as they occur.
- Organize and design a comprehensive drug-testing program.
- Design a policy that includes all the recommended components of a pre-participation examination based on governing authorities' rules, guidelines, and recommendations.

## REQUIRED TEXT

---

	<b>Title</b>	<b>Leadership and Management in Athletic Training: An Integrated Approach</b>
	<b>Author</b>	Mathew Kutz
	<b>ISBN</b>	978-1284124880
	<b>Publisher</b>	Jones & Bartlett
	<b>Publication Date</b>	Copyright 2019
	<b>Title</b>	<b>Leadership by the Book</b>
	<b>Author</b>	Blanchard, Hybels & Hodges
	<b>ISBN</b>	978-157856301
	<b>Publisher</b>	William Morrow & Co
	<b>Publication Date</b>	September 22, 1999

## ACADEMIC ACCOMMODATIONS

---

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At PLNU, students requesting academic accommodations must file documentation with the Disability Resource Center, located in the Bond Academic Center. Once the student files documentation, the Resource Center will contact Dr. Sullivan and provide written recommendations for reasonable and appropriate accommodations to meet your individual learning needs. Please accomplish all documentation during the first week of the semester.

\*This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

## FERPA POLICY

---

As a student at Point Loma, you have a legal right to privacy as outlined in the federal FERPA (Family Educational Rights and Privacy Act) legislation. If I post grades or return assignments, I'll do so in a way that does not publically reveal your name, PLNU student ID, or social security number without your written permission.

## 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.”

## 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:

### **Discussion Boards:**

We will utilize the Discussion Board feature of eclass 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 one reply to a classmate's response. Thus, you must respond at least **twice** to each Discussion Board topic on eclass. 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 midnight on the Friday on the assignment and response to your classmates posts (minimum of two) must be completed by midnight of the following Monday.

**Grading of discussion board:** A maximum of 3 points for the initial post and 2 points for response to classmates for a total of 5 points for each discussion board. Grades will be posted by midnight on Tuesday.

### **Journal Article Reviews (30 points each)**

An article will be given to students to evaluate and analyze. The article will contain important findings or conclusions relative to current topics discussed in lecture and tested in lab. The reviews should be 1-2 pages in length (double spaced, 12 pt. font, Times New Roman or equivalent). Journal article reviews should include the following information:

<ul style="list-style-type: none"><li>• Purpose</li><li>• Hypothesis</li><li>• Purpose</li><li>• Methods</li><li>• Results</li><li>• Conclusions</li></ul>	<ul style="list-style-type: none"><li>• What were the significant findings and implications</li><li>• Strengths and weaknesses of article?</li><li>• Would you recommend the article to be used again?</li></ul>
--	--

### **Group Project: (50 points)**

Your group will be assigned a topic that may include but not limited to: (1) Different techniques to improve the efficiency in athletic training inventory, (2) Medical documentation – going from paper to paperless, (3) Maintaining certification CEU's - what's the BIG deal (4) Cost effectiveness of taping vs. bracing Using video, poster, presentation, power point, skit, however you can best get the information across. Your group will give a 10 - 15 minute presentation.

### **Projects: (400 points)**

These projects are the main focus of the class, specific due dates will be given to keep you on track and then as you complete the assignments they will be placed in a notebook that you will have as a tool to take with you when you graduate. Specific information for each project will be posted on e-class.

1. Athletic Training Clinic Design (50 points)
2. Budget for Athletic Training Clinic (50 points)
3. Concussion Policy (25 points)
4. Heat & Hydration Policy (50 points)
5. Job description and Job position for an athletic trainer (25 points)
6. Personal Resume and cover letter (50 points)
7. Vision Statement and Mission Statement (25 points)
8. PPE Policy and Packet (50 points)
9. EAP Policy & Procedure (25 points)

### **Ethical Debates: (50 points)**

Students will debate each other from pre-assigned position statements. The instructor will assign debate partners. Each pair will debate a series of issues from a unique case study discussion using positions assigned to them by the instructor. Criteria used to evaluate students' responses include ability to identify the primary problem(s) of the case, ability to argue effectively (with evidence and logic), and ability to present reasonable counterarguments, and skill in developing solutions for the problem(s).

### **Reaction Paper: ( 25 points)**

After finishing the book, *Leadership by the book*, students will prepare a three to four page (double spaced, 12 pt. font) paper regarding their reaction to the book. In the paper, you should delineate what aspects of the book struck real “chords” with you, both personally and professionally. Explain what you learned, and how you might apply these concepts in the work place.

### **Bible Study:**

The bible study will be online. Questions to *Leadership by the book* and *Cure for the Common life* will be discussed online. (5 pts per study)

## **Course Rules/Guidelines**

---

### **Class Attendance and Participation**

Class experiences contain information that you will need in order to do well in this course. A pattern of missing classes will cause your grade to be lowered or you may be “de-enrolled” (**Six misses, total from all sections, will qualify you for de-enrollment**). Each student is required to be in every class meeting without fail. Responsible attendance and promptness are essential to gain the maximum benefits from this class. Expectable reasons for absence include: illness, family emergencies and college sponsored activities that are approved in writing by the Academic Dean.

### **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.

## Adding/Dropping

✓ It is the student's responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.

## Cheating and Plagiarism

✓ Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the student handbook: [http://www.pointloma.edu/Handbook/Policies/Academic\\_Honesty.htm](http://www.pointloma.edu/Handbook/Policies/Academic_Honesty.htm)

## Face-to-Face Class Times

---

This class will meet every Thursday face to face from 11:00 am – 12:15 pm. The rest of the course will be covered online.

8/30/18	Introduction, EBP
9/06/18	Vision and Mission Statements
9/11/18	Professionalism and Professional Responsibilities ( <b>Tuesday</b> )
9/20/18	Credentialing, CEU's [ <b>Presentation on CEU's – group</b> ]
9/27/18	Job description/position statement
10/04/19	Resume & Cover letter [ <b>OSV</b> ]

10/11/18	<b>Debates</b>
10/18/18	Inventory & Budget [ <b>Presentation on Barcodes –group</b> ]
10/25/18	Managing Facilities [ <b>Mr. Steve Riddle</b> ]
11/01/18	FERPA/HIPPA, documentations, EMR [ <b>Presentation on EMR – group</b> ]
11/08/18	Risk Management & Insurance [ <b>Professor Shawna Baker</b> ]
11/15/18	Extreme Weather & Hydration
11/22/18	<b>THANKSGIVING</b>
11/29/18	Pre Participation Physicals & Concussions
12/06/18	Medication and Drug Testing policies and procedures; Disordered Eating

Code	Description
<b>1 ATR 460</b>	<b>Management in Allied Health</b>
CE-23	Describe current setting-specific (eg, high school, college) and activity-specific rules and guidelines for managing injuries and illnesses.
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 statues 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.
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-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-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-7 Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies.
- 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-9 Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
- 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.
- PHP-2 Identify and describe the measures used to monitor injury prevention strategies (eg, injury rates and risk, relative risks, odds ratios, risk differences, numbers needed to treat/harm).
- 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-17 Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to:
- 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.
- PS-4 Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient.
- PS-5 Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.
- PS-8 Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.
- PS-10 Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (eg, cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes.
- TI-11 Design therapeutic interventions to meet specified treatment goals.
- TI-11b Position and prepare the patient for various therapeutic interventions.
- 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.