

**KINE 4233 Organization and Administration of Sports Medicine Programs (2 credit hours)
FALL 2011**

Class Time: Thursday 11 AM – 12:50 PM

Course Meeting Location: Maverick Activities Center (MAC) Room 213

Instructor: Paul Krawietz, EdD, ATC, LAT
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Office Hours: TR: 9:30-10:50 AM and by appointment
Required Texts: Ray R.R. & Konin, J. (2011) *Management Strategies in Athletic Training (4th Ed)*.
Champaign, IL: Human Kinetics.

Supplemental Texts: *Competencies in Athletic Training. 5th Edition* NATAEC

Prerequisite: KINE 2320, 3320, 3324, 3333, 3330, 4336; admission into the Athletic Training Education Program; or permission of the instructor. **Requires concurrent placement in a clinical education/field experience rotation.**

Purpose: A study of the administrative issues and management theories that may be encountered in athletic training. Special emphasis is placed on the practical application of concepts related to legal liability, facility design and maintenance, documentation, financial management, health insurance, and general day-to-day operations.

Student Learning Outcomes:

This course is structured around the Athletic Training Educational Competencies, 5th edition, which is published by the National Athletic Trainers' Association. The following competencies are instructed and evaluated in this course (Note: *Copyright 2007-2011, by National Athletic Trainers' Association*):

Instructed:

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.

Instructed and Evaluated:

HA-1 Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system.

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).

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- 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-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-16 Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases and discuss how they apply to the practicing of athletic training.
- 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-24 Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.
- 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-29 Explain typical administrative policies and procedures that govern first aid and emergency care.

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HA-30 Describe the role and functions of various healthcare providers and protocols that govern the referral of patients to these professionals.

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.

Evaluation:

Chapter Quizzes (10 @ 10 points)	100
Pre/PostTest (improvement)	25
Facility Design Project and presentation	100
Policy & Procedure Manual	100
CEUs (5 x 10 contact hour minimum)	50
Notebook	25
Active Involvement in lecture planning	50
Chapter Worksheet completion (10 @ 10 pts)	100
Theory to Practice Activities	100
Exams (2 at 100 points each)	200
Discussion Posts on Blackboard	<u>50</u>
Total	900

Grading Scale:

A = 90% = 810-900
B = 80% = 720-809
C = 70% = 630-719
D = 60% = 540-629
F = <60% = 0-539

Course Activity Descriptions:

Chapter Exams: Students will complete 10 chapter exams that will assess their understanding of the content within each chapter of *Management Strategies in Athletic Training*. Students will be accessing Blackboard; the quizzes are timed (10 Minutes are allotted for 10 questions).

Pre/Post Test: A pre test and comprehensive post test will be administered in this course.

Chapter Activities: Students will be provided with study questions for the readings at least one week prior to the class in which the topic will be discussed. (1) BOC Worksheets are designed to prepare students for quizzes and the BOC/Licensing Exam. (2) Students are also required to complete "Theory to Practice" Activities and (3) Discussion Posts on Blackboard. These activities will often require you to meet with your clinical instructor to discuss various course topics.

Policy & Procedure Manual: An important element in assessing athletic trainers' ability to manage an athletic medicine program is the extent to which they can plan for the major procedural elements they are likely to face in actual practice. Students will be provided with a description of a hypothetical athletic training program and set of policies developed by the institution's policy board. Students will be required to develop a procedures manual for the athletic medicine program that both implements the intentions of the policy board and provides a set of working directions for every aspect of the athletic training program.

Participation in Planning of the Fall Sports Medicine Lecture Series: Each student is expected to participate in the planning of the fall lecture series in an effort to apply theory to practice. Students will work in a committee setting and will be expected to plan an effective lecture targeting the Arlington, DFW sports medicine community.

**Participation in
Class Discussions:**

The value that students will gain from this course is directly related to their level of participation and involvement. Students will be expected to read the appropriate chapters and cases from the textbook **before** coming to class and complete the worksheets which will be discussed in class.

**Continuing
Education Units:
(CEUs)**

There are a variety of continuing education opportunities offered each semester through the Department of Kinesiology, the Athletic Training Education Program, the Ben Hogan Sports Therapy Institute, and other sports medicine institutions or organizations. You are expected to obtain a minimum of 5 contact hours of continuing education outside of scheduled class activities. These continuing education hours must be documented on the attached CEU Documentation Form. Note: **Documentation verifying your attendance must be attached to the CEU Documentation Form.**

Notebook:

At the end of the semester, each student is required to turn in his/her course notebook for a grade. The three-ring notebook is expected to be neat and organized with section tabs and a table of contents. **The notebook should include class notes, handouts, articles, projects, and worksheets.** When returned, this notebook should be placed in your athletic training portfolio.

NATA Visit:

The class will be visiting the National Athletic Trainers' Association headquarters in Dallas. Transportation will be provided. This learning opportunity allows students to see the facilities and meet the staff who manage the NATA. This may count for 1 CEU.

Course Outline: Fall 2011 (subject to change)

8/25	Course Introduction and Overview PreTest Administered	Review Syllabus Course Expectations Read Pgs. 44-55 before our 9/1 meeting
9/1	Ch. 1-Theoretical Basis of Management Communication Skills Program Management- Meetings and Conferences: Planning meeting for Fall Lecture Series	Ch. 1 Worksheet Due Ch. 1 Quiz
9/8	Ch. 2- Program Management	Ch. 2 Worksheet Due
9/15	Ch. 2- Program Management- Program Planning	Ch. 2 Quiz
9/22	Ch. 3 – Human Resources Management	Ch. 3 Worksheet Due Ch. 3 Quiz
9/29	Ch. 5- Facility Design and Planning of the High School Athletic Training Facility <i>Note: *LAT Application due 10/4/11*</i>	Elicia Leal, MS, ATC, LAT McKinney North High School Ch. 5 Quiz Ch. 5 Worksheet Due
10/6	Midterm (Chpts 1, 2, 3, and 5) Budget and Facility Design Drafts Due	
10/13	Ch. 4- Financial Resource Management Emergency Action Planning	Ch. 4 Worksheet Due Ch. 4 Quiz
10/20	“What a Newly Hired AT needs to know about the Purchasing Process” (inventory, bidding, supplies, capital equipment, relationships with vendors, new products)	John P. Garner Regional Sales Representative Serving Texas, Oklahoma and Louisiana Medco Sports Medicine
10/27	Ch. 10- Preparticipation Physical Exams and Drug Testing Programs	Ch. 10 Worksheet Due Ch. 10 Quiz
11/3	Ch. 7- Reimbursement for Health Care Services	Ch. 7 Worksheet Due Ch. 7 Quiz
11/10	Visit National Athletic Trainers’ Association, 2952 N. Stemmons Fwy, Ste. 200, Dallas, Texas 75247	John M. Honaman, CFRE Director of Member Services & Business Development
11/17	Ch. 6- Information Management	Ch. 6 Worksheet Due Ch. 6 Quiz
11/24	Thanksgiving Holiday	
12/1	Ch. 8- Legal Considerations in Sports Medicine <i>Note: * Licensure Exam 12/4/11*</i>	Ch. 8 Worksheet Due Ch. 8 Quiz
12/8	Ch. 9- Ethics in Sports Medicine Resume, Cover Letters, Interviewing Skill Prep	Ch. 9 Worksheet Due Ch. 9 Quiz
12/15	Final Exam: 11 - 1:30 p.m. Final Project Presentations	Notebooks due

University Academic Policies

Attendance: Students are expected to be at each class meeting.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. For undergraduate courses, see http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10:

“In attempting to resolve any student grievances regarding grades, it is the student’s obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. If students wish to appeal, their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee’s decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean.”

“The dean of the college or school in which a student is enrolled, or the director of the University Advising Center if the student has not declared a pre-major or major, has jurisdiction over the student’s program of study, degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.”

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) “cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Department of Kinesiology – Drop Policy: It is the responsibility of the student to add or drop classes or withdraw from school within the appropriate time frame established by the University Registrar. (The departments are not allowed nor obligated to add or drop students from classes.) Deadlines can be found in the current Schedule of Classes.

The Department of Kinesiology Grade Requirement: As stated in the undergraduate catalog, you are required to earn a "C" or better in ALL Kinesiology and Health courses to maintain your status as a Kinesiology major. Therefore, in the future, you will be required to retake any Kinesiology course in which you earned a "D" or "F". These classes must be taken at UTA. If a "D" or "F" grade is earned you will need to contact your academic advisor, since you will need permission to continue to take Kinesiology and Health courses until the grade is replaced with a "C" or better grade. If you have any questions regarding this policy, please contact your academic advisor.

Athletic Training Education Program Grade Requirement: For both admission and continuance, UT Arlington ATEP students must meet the following academic requirements to remain in good standing in the program:

1. maintain a cumulative GPA of 2.5 or higher*
2. maintain a 3.0 GPA or higher in the athletic training core courses
3. earn a C or better in all 3000 and 4000 level athletic training courses (**athletic training courses with an earned grade of D or lower must be repeated**)

* If a student fails to maintain a cumulative GPA of 2.5 or an athletic training GPA of 3.0, the student will be placed on probation. A student will be afforded two semesters, at most, to satisfy the GPA requirements. During the first probationary semester, the student will be allowed to

continue accruing clinical experience hours; however, he/she will be required to attend mandatory study hall (approximately 4-6 hrs/week). Should a second probationary semester be necessary, the student will be removed from the clinical aspect of the program, preventing him/her from accruing any clinical experience hours. This change will be made to help the student focus their time on improving their academic performance. Should the student fail to raise their GPA during the second probationary semester, he/she will be removed from the ATEP.

Library Information: The Department of Kinesiology library contact is Andy Herzog. He will be able to assist you in research materials and other library matters. His contact information is: Andy Herzog, MLS Librarian for Education, Kinesiology, and Political Science
Central Library, Rm. 313
University of Texas at Arlington
amherzog@uta.edu
<http://libguides.uta.edu/profile.php?uid=33755>
817.272.7517

The University of Texas at Arlington College of Education
Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service. The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.