

**KIN 425 (Credits 3) Fall 2007**  
**Organization and Administration**  
Location: 309 Jenison Fieldhouse  
Time: T/TH 8:30 -9:50 AM

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**Instructor:** Tracey Covassin, Ph.D., ATC  
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**Office Hours:** T/Th 12:00-2:00 PM  
W 10-12 AM  
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**Academic Course Description:**

Knowledge and skills necessary for the administration of an athletic training program. Ethics, policies, procedures insurance, liability, facilities, and record-keeping in athletic training.

**Course Overview:**

This is an advanced course in organization and administration of an athletic training program. The purpose of this course is for the student to gain knowledge in management techniques in athletic training including personnel management, leadership, daily operations, finance, facility design, and information management. This course is in line with the 5<sup>th</sup> Role Delineation study from the BOC.

**Course Objectives:**

1. To understand the organizational structure of the NATA, GLATA, and MATS. Further, to examine the NATA Code of Ethics and Principles of Practice.
2. To develop a preparticipation physical exam and understand emergency procedures.
3. To understand athletic trainer's liability, product liability and measures which safeguard in the event of a lawsuit.
4. To understand the interview process, staff supervision, and human resources.
5. To understand how to manage burnout, conflict, and stress in athletic training.
6. To design an athletic training facility, including budgeting, ordering, and financial planning related to athletic training programs and sports medicine clinics.
7. To understand the basic terminology and concepts of medical and health insurance. To appreciate the current trends in health insurance and third party reimbursement.
8. To develop a general understanding of program management and personnel management.

**Textbook:**

Rankin JM, Ingersoll CD. *Athletic Training Management, Concepts and Applications 3<sup>rd</sup> edition*. McGraw-Hill, 2006.

**Supplementary Texts:**

1. Ray, R. *Managing strategies in athletic training*. 3<sup>rd</sup> edition, Human Kinetics, 2005.
2. Role Delineation 5<sup>th</sup> Edition, NATABOC

## Articles

Articles listed below should be read prior to class. A one-page summary of the article will be due at the start of the class. We will discuss the articles during class. The number of the articles corresponds to the number in the chart below.

ALL assignments are due to the instructor by 12:00 midnight on the date they are due. They can be handed in at the beginning of class, or e-mailed prior to the deadline. This includes all assignments except those that are orally presented in class.

1. Pitney WA. (2002). The professional socialization of certified athletic trainers in high school settings: A grounded theory investigation. *J. Athletic Training*. 37;3:286-292.
2. Velasquez, BJ. (1998). Sexual harassment: A concern for the athletic trainer. *J. Athletic Training*. 33;2:171-176.
3. Kahanov L, Andrews L. (2001). A survey of athletic training employers hiring criteria. *J. Athletic Training*. 36;4:408-412.
4. Arnold BL, Gansneder BM, Van Lunen BL, Szczerba JE, Mattacola CG, Perrin DH. (1998). Importance of selected athletic trainer employment characteristics in collegiate sports medicine clinic, and high school settings. *J. Athletic Training*. 33;3:254-258.
5. Hendrix AE, Acevedo EO, Hebert H. (2000). An examination of stress and burnout in certified athletic trainers at division I-A universities. *J. Athletic Training*. 35;2:139-144.
6. Reed S, Giacobbi PR. (2004). The stress and coping responses of certified graduate athletic training students. *J. Athletic Training*. 39;2:193-200.
7. Kahanov L, Furst D, Johnson S, Roberts J. (2003). Adherence to drug-dispensation and drug-administration laws and guidelines in collegiate athletic training rooms. *J. Athletic Training*. 38;3:252-258.

## Quizzes/Class Attendance/Behavior:

This class is organized so that attendance and participation are essential to the success of each student. Students are expected to fully participate in all class sessions. Students will be required to work independently and collaboratively to complete various assignments during class. Students will have announced and unannounced quizzes through the semester. An unexcused absence on the day of the quiz will result in a score of 0 for that quiz. A student may reschedule the quiz if prior arrangements are made with the instructor. The student is responsible for any information missed due to absences.

**Cell Phone Policy:** It is understood that cell phones are a part of every day life for most college students. As students you are permitted to have a cell phone in class with you, but you are to have the cell phone off during the class session. If your cell phone is to ring, vibrate, or disrupt class in any way five points will be deducted from your quizzes/attendance/behavior grade. If there are extreme situations that you must have your cell phone on during class you are to inform the instructor prior to the start of class.

**Examinations:**

Students will be evaluated through 2 examinations. Dates of examinations are listed in the syllabus. An unexcused absence on the day of the exam will result in a score of 0 for that exam. A student may reschedule the exam date if prior arrangements are made with the instructor.

**Interview:**

You will have a mock interview for a job of your choice. You can interview for either a position you know you would like or an actual job that you find on the NATA website or another source. You will be responsible to contact the person that you are interviewing with and set up a time/date as well as e-mail them your cover letter and resume at least 1 week prior to the interview. You will then write a one-two page essay on how the interview went, and what you learned on what you did well and what skills you need to improve upon. Staff will also fill out an evaluation form on how you did during the interview.

**Resume/Cover Letter:**

In this class we will go over how to write an appealing cover letter and resume. You will be required to write a resume and cover letter as part of the interview process.

**Project:**

Groups of two or three will work together to design an athletic training room from different scenarios given to the groups in class. You will be responsible to report on finances (including insurance), set-up, how you will keep medical records, how physicals will be performed, emergency action plan for one sport, and a mission and vision statement for your program. You will describe who is going to be part of your sports medicine team, how you plan to motivate personnel, and ways to manage stress. You will have an opportunity to work on your group project throughout the semester. You will present your group project the last week of class (20-25 minutes).

**Academic Integrity:**

Students must conduct themselves in accordance with the highest of academic honesty and integrity. Academic dishonesty by a student will not be tolerated in activity or academic areas and will be treated in accordance to the policy in the Academic Programs publication. The general policy of Scholarship and Grades can be found in the Academic Programs publication page 51. "If any instance of academic dishonesty is discovered by an instructor, it is his/her responsibility to take appropriate action."

Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or course. Academic dishonesty will be reported to the KIN Department.

<http://www.msu.edu/academics/governance.html> heading academic integrity.

**Special Needs:**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in case the building must be evacuated, please make an appointment and notify the instructor as soon as possible. It is the student's responsibility to inform the instructor of any medical condition that may effect their participation in the class. Medical clearance may be required.

**ANGEL Web Site:**

This class will use ANGEL as a course management tool. YOU ARE RESPONSIBLE FOR CHECKING THIS SITE ON A REGULAR BASIS. It will contain information such as PowerPoint notes, review questions, and all other course materials. You can access the site by going to the following site <http://angel.msu.edu>. You will need your pilot ID and password to login.

<b>DATE</b>	<b>Chapters</b>	<b>Activity/Assignment/Reading Due</b>
08/29	Syllabus, Introduction	Groups assigned
08/31	ATC Profession	Ray Ch1; Rankin Ch. 1, 2
09/05	Preparticipation Examination/ Emergency Care Planning	Ray Ch. 10; Rankin Ch. 14, 15,
09/07	Preparticipation Examination/ Emergency Care Planning	Project Work
09/12	Insurance/Medical Records	Ray Ch. 7; Rankin Ch. 10
09/14	Insurance	Holly K
09/19	Third Party Reimbursement	Holly K Rankin Ch. 11
09/21	Legal Concerns	Ray Ch. 8
09/26	Ethics	Article 1 Due Ray Ch. 9
09/28	Review	
<b>10/03</b>	<b>Test 1</b>	
10/05	Human Resources	Article 2 Due Rankin Ch. 5
10/10	How to get a job	Articles 3 and 4 Due
10/12	Group Work on Project	Rough Daft Resume/Cover letter Due
10/17	Managing Burnout/Conflict	Article 5 Due Ray Ch. 3; Rankin Ch. 6
10/19	Coping and Stress	Article 6 Due
10/24	Financial Resource Management	Rankin Ch. 9
10/26	Budget	Dave Carrier Ray Ch. 4; Rankin Ch. 13
10/31	Program Management	Resume/Cover Letter Due Ray Ch. 6; Rankin Ch. 17
11/02	Jeopardy Review ATC	
11/07	Licensure	Jeff Monroe Rankin Ch. 3
11/9	Public Relations	Dr. Powell Rankin Ch. 16
11/14	Athletic Training Facilities Management	Interview must be completed Rankin Ch. 18
11/16	Drug Testing	Article 7 Due
11/21	Position Statements	
<b>11/23</b>	<b>No Class</b>	<b>Thanksgiving-No class</b>
11/28	Designing AT Facilities	Ray Ch. 5; Rankin Ch. 19
11/30	Project Work	
<b>12/05</b>	<b>Projects</b>	<b>Present Projects</b>
<b>12/07</b>	<b>Projects</b>	<b>Present Projects</b>
<b>12/11-15</b>	<b>Final Exam</b>	

## Grading Criteria

Article Summaries 10 pts each .....	70
Test 1.....	100
Final Exam.....	100
Resume/Cover Letter.....	50
Mock Interview Summary.....	25
Mock Interview Staff Report.....	25
Project.....	80
Quizzes/Attendance/class behavior.....	<u>50</u>
<b>Total</b>	<b>500 pts</b>

Percentage Earned	Grade Earned
93-100%	4.0
87-92%	3.5
82-86%	3.0
76-81%	2.5
70-75%	2.0
65-69%	1.5
55-64%	1.0
<55%	0.0

## CAATE COMPETENCIES AND PROFICIENCIES COVERED:

### Competency Code

### Competency/Proficiency

PD-C1	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-C2	Describe the process of attaining and maintaining national and state athletic training professional credentials.
PD-C3	Describe the current professional development requirements for the continuing education of athletic trainers and how to locate available, approved continuing education opportunities.
PD-C4	Describe the role and function of the governing structures of the National Athletic Trainers' Association.
PD-C5	Differentiate the essential documents of the national governing, certifying, and accrediting bodies, including, but not limited to, the Athletic Training Educational Competencies, Standards of Practice, Code of Ethics, Role Delineation Study, and the Standards for the Accreditation of Entry-Level Athletic Training Education Programs.

PD-C6	Summarize the position statements regarding the practice of athletic training.
PD-C7	Describe the role and function of the professional organizations and credentialing agencies that impact the athletic training profession.
PD-C8	Summarize the current requirements for the professional preparation of the athletic trainer.
PD-C9	Identify the objectives, scope of practice and professional activities of other health and medical organizations and professions and the roles and responsibilities of these professionals in providing services to patients.
PD-C10	Identify the issues and concerns regarding the health care of patients (e.g., public relations, third-party payment, and managed care).
PD-C11	Identify and access available educational materials and programs in health-related subject matter areas (audiovisual aids, pamphlets, newsletters, computers, software, workshops, and seminars).
PD-C12	Summarize the principles of planning and organizing workshops, seminars, and clinics in athletic training and sports medicine for health care personnel, administrators, other appropriate personnel, and the general public.
PD-C13	Describe and differentiate the types of quantitative and qualitative research and describe the components and process of scientific research (including statistical decision-making) as it relates to athletic training research.
PD-C14	Interpret the current research in athletic training and other related medical and health areas and apply the results to the daily practice of athletic training.
PD-C15	Identify the components of, and the techniques for constructing, a professional resume.
PD-C16	Summarize the history and development of the athletic training profession.
PD-C17	Describe the theories and techniques of interpersonal and cross-cultural communication among athletic trainers, patients, administrators, health care professionals, parents/guardians, and other appropriate personnel.
PD-P1	Collect and disseminate injury prevention and health care information to health care professionals, patients, parents/guardians, other appropriate personnel and the general public (e.g., team meetings, parents' nights, parent/teacher organization [PTO] meetings, booster club meetings, workshops, and seminars).

PD-P2	Access by various methods the public information policy-making and governing bodies used in the guidance and regulation of the profession of athletic training (including but not limited to state regulatory boards, NATA, BOC).
PD-P3	Develop and present material (oral, pamphlet/handout, written article, or other media type) for an athletic training-related topic.
PD-P4	Develop a research project (to include but not limited to case study, clinical research project, literature review) for an athletic training-related topic.
AD-P4	Demonstrate the ability to access medical and health care information through electronic media.
AD-P5	Use appropriate terminology and medical documentation to record injuries and illnesses (e.g., history and examination findings, progress notes, and others).
AD-P6	Use appropriate terminology to effectively communicate both verbally and in writing with patients, physicians, colleagues, administrators, and parents or family members.
AD-P7	Use a comprehensive patient-file management system that incorporates both paper and electronic media for purposes of insurance records, billing, and risk management.
AD-P8	Develop operational and capital budgets based on a supply inventory and needs assessment.
PD-P3	Develop and present material (oral, pamphlet/handout, written article, or other media type) for an athletic training-related topic.
AD-C1	Describe organization and administration of preparticipation physical examinations and screening including, but not limited to, developing assessment and record-keeping forms that include the minimum recommendations from recognized health and medical organizations, scheduling of appropriate health and medical personnel, and efficient site use.
AD-C2	Identify components of a medical record (e.g., emergency information, treatment documentation, epidemiology, release of medical information, etc.), common medical record-keeping techniques and strategies, and strengths and weaknesses of each approach and the associated implications of privacy statutes (Health Insurance Portability and Accountability Act [HIPAA] and Federal Educational Rights Privacy Act [FERPA]).
AD-C3	Identify current injury/illness surveillance and reporting systems.
AD-C4	Identify common human resource policy and federal legislation regarding employment (e.g., The Americans with Disabilities Act, Family Medical Leave Act, FERPA, Fair Labor Standards Act, Affirmative Action, Equal Employment Opportunity Commission).
AD-C5	Describe duties of personnel management, including (1) recruitment and selection of employees, (2) retention of employees, (3) development of policies-and-procedures manual, (4) employment performance evaluation, 5) compliance with nondiscriminatory and unbiased employment practices.
AD-C6	Identify principles of recruiting, selecting, and employing physicians and other medical and allied health care personnel in the deployment of health care services.

AD-C7	Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases and discuss how they apply to the athletic trainer.
AD-C8	Identify key accrediting agencies for health care facilities (e.g., Joint Commission on Accreditation of Healthcare Organizations [JCAHO], Commission on Accreditation of Rehabilitation Facilities [CARF] and allied health education programs (e.g., Commission on Accreditation of Athletic Training Education [CAATE]) and describe their function in the preparation of health care professionals and the overall delivery of health care.
AD-C9	Identify and describe technological needs of an effective athletic training service and the commercial software and hardware that are available to meet these needs.
AD-C10	Describe the various types of health insurance models (e.g., health maintenance organization [HMO], preferred provider organization [PPO], fee-for-service, cash, and Medicare) and the common benefits and exclusions identified within these models.
AD-C11	Describe the concepts and procedures for third-party insurance reimbursement including the use of diagnostic (ICD-9-CM) and procedural (CPT) coding.
AD-C12	Explain components of the budgeting process, including purchasing, requisition, bidding, and inventory.
AD-C13	Describe basic architectural considerations that relate to the design of safe and efficient clinical practice settings and environments.
AD-C14	Describe vision and mission statements to focus service or program aspirations and strategic planning (e.g., "weaknesses, opportunities, threats and strengths underlying planning" [WOTS UP], "strengths, weaknesses, opportunities and threats" [SWOT]) to critically bring out organizational improvement.
AD-C15	Explain typical administrative policies and procedures that govern first aid and emergency care (e.g., informed consent and incident reports).
AD-C16	Identify and describe basic components of a comprehensive emergency plan for the care of acutely injured or ill patients, which include (1) emergency action plans for each setting or venue; (2) personnel education and rehearsal; (2) emergency care supplies and equipment appropriate for each venue; (3) availability of emergency care facilities; (4) communication with onsite personnel and notification of EMS; (5) the availability, capabilities, and policies of community-based emergency care facilities and community-based managed care systems; (6) transportation; (7) location of exit and evacuation routes; (8) activity or event coverage; and (9) record keeping.
AD-C17	Explain basic legal concepts as they apply to a medical or allied health care practitioner's responsibilities (e.g., standard of care, scope of practice, liability, negligence, informed consent and confidentiality, and others).
AD-C18	Identify components of a comprehensive risk management plan that addresses the issues of security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
AD-C19	Describe strategic processes and effective methods for promoting the profession of athletic training and those services that athletic trainers perform in a variety of practice settings (e.g., high schools and colleges, professional and industrial settings, hospitals and community-based health care facilities, etc.).
AD-C20	Differentiate the roles and responsibilities of the athletic trainer from those of other medical and allied health personnel who provide care to patients involved in physical activity and describe the necessary communication skills for effectively interacting with these professionals.

AD-C21	Describe role and functions of various community-based medical, paramedical, and other health care providers and protocols that govern the referral of patients to these professionals.
AD-C22	Describe basic components of organizing and coordinating a drug testing and screening program, and identify the sources of current banned-drug lists published by various associations.
AD-P1	Develop risk management plans, including facility design, for safe and efficient health care facilities.
AD-P2	Develop a risk management plan that addresses issues of liability reduction; security, fire, and facility hazards; electrical and equipment safety; and emergency preparedness.
AD-P3	Develop policy and write procedures to guide the intended operation of athletic training services within a health care facility.
AD-P4	Demonstrate the ability to access medical and health care information through electronic media.
PS-C6	Explain the importance of providing health care information to patients, parents/guardians, and others regarding the psychological and emotional well being of the patient.
PS-C7	Describe the roles and function of various community-based health care providers (to include, but not limited, to: psychologists, counselors, social workers, human resources personnel) and the accepted protocols that govern the referral of patients to these professionals.
PS-C8	Describe the theories and techniques of interpersonal and cross-cultural communication among athletic trainers, their patients, and others involved in the health care of the patient.
PS-C9	Explain the basic principles of counseling (discussion, active listening, and resolution) and the various strategies that certified athletic trainers may employ to avoid and resolve conflicts among superiors, peers, and subordinates.
RM-C4	Identify and explain the recommended or required components of a preparticipation examination based on appropriate authorities' rules, guidelines, and/or recommendations.
AC-C1	Explain the legal, moral, and ethical parameters that define the scope of first aid and emergency care and identify the proper roles and responsibilities of the certified athletic trainer.