

**WHEELING JESUIT UNIVERSITY  
ATHLETIC TRAINING DEPARTMENT  
COURSE SYLLABUS  
SPRING, 2019**

**COURSE NUMBER:** ATH 422-01  
**COURSE TITLE:** Professional Development  
**CONTACT HOURS:** 3 HOURS A WEEK FOR 15 WEEKS  
**CREDITS:** 3  
**SCHEDULE:** T, TH: 10:45am-12:00pm  
**DRESS CODE:** University/Student and Athletic Training Handbook  
**LOCATION:** McDonough 225  
**FACULTY:** David Dennis, MS, ATC  
**OFFICE HOURS:** 10:00am-12:00pm (MWF)  
McDonough 025  
**PHONE:** 304-243-2164  
**EMAIL:** ddennis@wju.edu  
**TEXTBOOK:** Management Strategies in Athletic Training 5<sup>th</sup> Edition (Human Kinetics)  
Ray & Konin

**DESCRIPTION:** Students shall demonstrate mastery of health care management concepts. A variety of criteria will be used to assess student mastery, including appraisal of major case concepts, critique of hypothetical health care management scenarios, justification of decision making in health care administration, and recommendation of appropriate actions in both real and hypothetical situations. In addition, students will be required to predict the likely outcomes of health care administration actions and develop plans for delivery of health care services.

Students shall display values in health care administration consistent with the Code of Ethics of the National Athletic Trainers' Association and the Standards of Practice for Athletic Trainers. The criteria used to assess this objective will include the degree to which students conform to the aforementioned standards in both written work and oral argument. Students shall show in word, written work, and action that they both understand the importance of these standards and can comply with their precepts.

**ADA ACCOMODATION:** It is the student's responsibility to make known any disability for which accommodation may be requested. Verification of the disability and compliance with all other pertinent University policies will be required.

**ATTENDANCE POLICY:** Refer to the University Handbook. Acceptable documentation will be required for all absences from announced examinations. Extended absences (more than one class session) must be reported to the director and the student is responsible for the materials missed. "Make up" examinations are not permitted for non-emergency situations. More than two absences per class per term are considered excessive and will be referred to the Academic Progress Committee.

**TARDINESS:** Students are expected to arrive at or before the scheduled time for class. The student is responsible for all missed materials. Excessive absenteeism is incompatible with academic progress. Entering class late more than two classes per term is considered excessive and instructors will notify the Academic Progress Committee.

**ACADEMIC DISHONESTY POLICY:**

Students are expected to exhibit exemplary academic integrity. Any form of cheating on assignments, examinations, checkouts, projects or other work is prohibited. Plagiarism or cheating will result in a grade of zero for that examination, assignment, project, or checkout. Serious or repeated violations of academic integrity may result in expulsion. Students are expected to familiarize themselves with the official University policy on Academic Integrity.

**UNACCEPTABLE CLASS BEHAVIORS**

1. Coming to class late
2. Sleeping, “resting my eyes”, head on table
3. Loud whispering with a classmate or prolonged conversations
4. Cell phone use

**ACCEPTABLE CLASS BEHAVIORS**

1. Asking questions
2. Interrupt me!
3. Taking notes, paying attention, using Smartphone/tablet for class use, etc.

**GRADING POLICY:** See University Handbook (There will be no exceptions):

|    |        |    |       |    |       |
|----|--------|----|-------|----|-------|
| A  | 94-100 | A- | 90-93 |    |       |
| B+ | 87-89  | B  | 84-86 | B- | 80-83 |
| C+ | 77-79  | C  | 74-76 | C- | 70-73 |
| D+ | 67-69  | D  | 64-66 | D- | 60-63 |

Grading will be based on the following:

- Online quizzes – posted on Blackboard, one for every chapter we cover (15 total). Students are expected to complete the assignment on Blackboard by the assigned date and time. 20% of your grade. **Quizzes must be completed prior to the start of the next class period. A grade of zero will be given if not completed by that time.**
- Class examinations - three total (50 points each). 45% of your grade.
- Facility and budget project – each student will design and supply an Athletic Training Facility. Students will be provided an empty room with specific dimensions and a set budget for the school year. The student will then design and stock their athletic training facility while staying within the given budget. 15% of your grade.
- Policies and procedures manual – a group project of three or four students where students will be required to write a Policies and Procedures manual for their athletic training facility. 10% of your grade.
- Cultural Competency Paper – see rubric and instructions below. 10%

**COURSE OBJECTIVES:**

The student will be able to:

1. To develop a general understanding of program management and personnel management;
2. To understand the interview process, staff supervision, and human resources;
3. To demonstrate risk management and assessment;
4. To design and athletic training facility, including budgeting, ordering, and financial planning, related to athletic training programs and sports medicine clinics;
5. To describe confidential management of health records;
6. To compare and contrast current trends in billing for athletic health care, including types of insurance systems, potential for 3<sup>rd</sup> party reimbursement, and claims management;
7. To explain basic legal concepts as they apply to a medial or allied health care practitioner’s responsibilities (e.g., standard of care, scope of practice, liability, negligence, informed consent and confidentiality, and others);
8. To differentiate between ethical and unethical conduct in athletic training practice; and
9. To plan an athletic health care program, including annual pre-participation physical exams and drug testing programs.

**Last Date to Drop the Course:** The last day of the Add/Drop Period for this semester is Friday, January 11, 2019. The last day to withdraw from this course with a grade of a W is Tuesday, March 26, 2019.

**ATH 422 SCHEDULE T, TH: 10:45am-12:00pm**

**\*Subject to change at the discretion of the instructor**

| <b>WEEK</b> | <b>DATE</b> | <b>TOPICS</b>   | <b>READINGS</b> |
|-------------|-------------|---|-----------------|
| 1           | 1/8         | Syllabus  |                 |
|             | 1/10        | Chapter 1 – The Profession of Athletic Training                                   |                 |
| 2           | 1/15        | Chapter 2 – Principles of Management  |                 |
|             | 1/17        | Chapter 3 – Program Management  |                 |
| 3           | 1/22        | Chapter 4 – Human Resource Management   |                 |
|             | 1/24        | Chapter 5 – Financial Resource Management   |                 |
| 4           | 1/29        | Test #1 – Chapters 1-5  |                 |
|             | 1/31        | Chapter 6 – Facility Design and Planning  |                 |
| 5           | 2/5         | Chapter 7 – Information Management  |                 |
|             | 2/7         | Chapter 8 – Revenue for Health Care Services                                      |                 |
| 6           | 2/12        | Chapter 9 – Ethics in Sports Medicine<br>Cultural Competency Awareness assignment |                 |
|             | 2/14        | Chapter 10 – Legal Considerations in Sports Medicine                              |                 |
| 7           | 2/19        | Test #2 – Chapters 6-10<br><i>Cultural Competency Awareness paper due</i>         |                 |
|             | 2/21        | Chapter 11 – Professional Advocacy  |                 |
| 8           | 2/26        | Chapter 12 – Administration of Clinical Policies and Procedures                   |                 |
|             | 2/28        | Chapter 13 – Preparticipation Physical Examinations                               |                 |
| 9           | 3/5         | Spring Break  |                 |
|             | 3/7         | Spring Break  |                 |
| 10          | 3/12        | Chapter 14 – Drug Education and Testing   |                 |
|             | 3/14        | Chapter 15 – Emergency Action Planning  |                 |
| 11          | 3/19        | Test #3 - Chapters 11-15  |                 |
|             | 3/21        | BOC – no class!   |                 |
| 12          | 3/26        | BOC – no class!   |                 |
|             | 3/28        | BOC – no class!   |                 |
| 13          | 4/2         | Research Day  |                 |
|             | 4/4         | BOC – no class!   |                 |
| 14          | 4/9         | P&P Manual and ATR Assignments  |                 |
|             | 4/11        | No class!   |                 |
| 15          | 4/16        | Discuss P&P Manual and ATR Assignments  |                 |
|             | 4/18        | Easter  |                 |
| 16          | 4/23        | No class!   |                 |
|             | 4/25        | No class!<br><i>P&amp;P Manual and ATR Assignments due</i>                        |                 |

## **Academic Resource Center (ARC)**

The Academic Resource Center or ARC is located on the ground floor of Ignatius Hall. The ARC serves as an extension of the classroom where learning continues in a collaborative environment. Assistance is available, at no charge, to all Wheeling Jesuit University students through one-on-one tutoring interaction, tutor led study groups, and instructional computer software.

Academic assistance is offered for writing, math, study strategies, and a variety of other courses throughout the academic year. Students may call the ARC at **304-243-4473** or stop in to set up an appointment with a peer tutor or professional staff member. Students are also invited to explore the ARC computer lab with self-paced instructional software, take advantage of the ARC's modest collection of textbooks for additional reference, and utilize the ARC as a study space.

The ARC is open 51 hours per week during the fall and spring semesters. The hours of operation are Sunday from 6 p.m. – 9 p.m., Monday, Tuesday, Wednesday, and Thursday from 10 a.m. – 9 p.m. and Friday from 10 a.m. – 2 p.m. (*Please note: Ignatius Hall is locked 24/7. Swipe your Cardinal ID to gain access via the ground floor entrance.*)

The ARC encourages students to take responsibility for their own academic achievement – *Play it SMART, use the ARC!* Visit the ARC website at <http://www.wju.edu/arc> for more information.

### **Disability Services**

Wheeling Jesuit University offers students with documented disabilities individual accommodations on a case-by-case basis with confidentiality in compliance with the American with Disabilities Act and Section 504 of the rehabilitation Act of 1973.

Ultimately, all students are responsible for their own academic achievement. They must attend classes, complete course assignments, and fulfill all university requirements for their chosen field of study. It is up to students with disabilities to seek out available assistance on campus and to utilize individualized accommodations.

In order to receive accommodations under Section 504 and ADA, students with disabilities must self-identify to the university, provide current (within three years) and comprehensive documentation concerning the nature and extent of the disability, and communicate their needs to the Disability Services Director located in the Center for Educational Technologies – CET – Room 208 or call 304-243-4484 before each semester begins.

## Cultural Competence Reflection Paper General Instructions and Rubric

| <b>Reflection Paper Rubric</b> | <b>Exceeds Standards<br/>3 points</b>   | <b>Meets Standards<br/>2 points</b>  | <b>Unsatisfactory<br/>1-0 points</b>  | <b>Score</b> |
|--------------------------------|---|--|---|--------------|
| <b>Format</b>                  | Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 2-3 pages in length with a minimum of three references. | Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and 2 pages in length or short one reference. | Formatting rules ignored, shorter than 2 pages or missing more than one reference.        |              |
| <b>Grammar and Spelling</b>    | No errors.  | 1-2 minor errors.  | Lacks basic proofreading or contains major errors.  |              |
| <b>Organization</b>            | Well-organized, well written, easy to read and understand.  | Well-organized but “flow” could be improved.   | Organization lacking and arguments difficult or impossible to follow.                     |              |
| <b>Submission</b>              | On time with no resubmissions.  | Resubmission for more points.  | Late or several resubmissions.  |              |
| <b>Reflection</b>              | Shows strong evidence of reasoned reflection and depth.   | Shows evidence of reasoned reflection.   | Lacks reflection and depth.   |              |
| <b>Arguments</b>               | Provides excellent support for claims.  | Provides support for claims.   | Relies solely on opinions or inappropriate sources.                                       |              |
| <b>Original work</b>           | Work clearly that of the author and all citations appropriate and properly referenced.  | Work that of the author but relies heavily on cited sources.   | Work relies almost exclusively on work of others.   |              |
| <b>Completeness</b>            | Addresses all elements contained within the stated objective(s) of assignment and extends beyond.   | Addresses all elements contained within the stated objective(s) of assignment.   | Fails to address all the elements contained within the stated objective(s) of assignment. |              |
| <b>Total</b>                   |   |  |   | /24          |

2-3 page paper with a reference page on Cultural Competence in Healthcare/Athletic Training. Paper should be informative regarding how a patient’s culture and/or heritage should be respected in the healthcare setting, and how practitioners can practice “Cultural Competence”. Paper should also include a reflection by the student on their experience with other cultures during their college years. Primarily this should be from an Athletic Training or healthcare point of view, but can include your experiences with other cultures from being members of sport teams, living in the dormitories, or daily life experiences in the Wheeling area. How has this changed your “awareness”, if at all, on other cultures? “Culture” does not exclusively mean those from another country or race. It could be religious affiliation, socioeconomic status, sexual orientation, age, physical size, etc.

### ATR Design and Budgeting Proposal

|  | 1   | 2  | 3  | 4   | 5  | Grade |
|--|---|--|--|---|--|-------|
| ATR Design                             | ATR design would not work in any setting. High number of flaws. | ATR design would be less than serviceable but could function.            | ATR design is serviceable but many problems might occur.           | ATR design is fully functional with few design flaws.                           | ATR design is fully functional with no flaws.  |       |
| Creativity with ATR design             | Poor graphics and no thought put into design of ATR.            | Below average graphics with little thought of design.                    | Average graphics and creativity.                                   | Good graphics and well thought out process.                                     | Excellent graphics and interesting ideas present.                                    |       |
| Budgeting and Supplies                 | Poor use of budget. Poor ordering of supplies.                  | Below average use of budget and ordering appropriate amount of supplies. | Average use of budget and ordering appropriate amount of supplies. | Good use of budget and ordering appropriate amount of supplies.                 | Made the most use of the dollar amount given. Ordered appropriate amount of supplies |       |
| Creativity with Budgeting and Supplies | What was ordered will never suffice to stock an ATR.            | Ordered less than needed. No creativity.                                 | Ordered what was needed with no creativity.                        | Ordered a variety of equipment but did not appear to be completely thought out. | Ordered a variety of equipment and well thought out budgeting.                       |       |
| Capital Equipment                      | Capital equipment not proposed.                                 | Poor execution of capital equipment proposal.                            | Average proposal for capital equipment.                            | Proposal was creative and functional.   | Creative with ordering and well thought out.   |       |