**University of Idaho
Department of Health, Physical Education, Recreation & dance
Syllabus**

**Course:** H&S 469 Athletic Training: Organization/Administration
**Instructor:** Jeff Seegmiller EdD, ATC Assistant Professor
HPERD/WWAMI Medical Education
**Contact info:**
University of Idaho
Office: PEB 204
Phone: 208-885-0355
E-mail: jeffreys@uidaho.edu
Office Hours: Tuesday and Thursday 11:00-12:00am
**Meeting Time:** 9:30-10:45am T, Th
**Meeting Place:** MEM B1
**Credit Hours:** 3
**Prerequisite:** Care and Prevention of Athletic Injuries or permission of instructor

**Text:** Ray, R.R. 2005. Management Strategies in Athletic Training, 3rd ed. Champaign, IL: Human Kinetics.

**Instructor website:** <http://webpages.uidaho.edu/seegmiller/>

Go to classes and select the Org/Admin class and type in the following
Username: seegmiller
Password: Letmein135

Also, the instructor may chose to use Blackboard to post class materials and receive assignments.

**Instructional Methods:** Independent reading, case analysis, discussion, and some lecture

**Assessment Methods:** Argumentative essays, debates, projects, and feedback instruments designed to assess higher-order cognition of critical concepts

**Syllabus**

**Course Objectives**

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.

**Assessment Activities**

[**Chapter Feedback Instruments**](http://www.humankinetics.com/managementStrategiesInAthleticTraining/InstructorGuide/examlist.htm)

Students shall complete feedback instruments (Exams) covering the content of each chapter of Management Strategies in Athletic Training. Students shall complete these feedback instruments on their own time. Each chapter feedback instrument must be completed by the deadline specified in the course schedule below. The scores on these feedback instruments shall account for **25% of the students' course grades**.

**Argumentative Essays**

Students shall write four essays designed to assess problem-solving skills in hypothetical health care administration scenarios. Students shall be provided with a written scenario and a set of questions. Students shall respond to the questions (all responses must be typewritten) and submit their responses by the deadlines specified in the course schedule below. 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), ability to present reasonable counterarguments, and skill in developing solutions for the problem(s). Scores on these essays shall account for **25% of the students' course grades**.

[**Debates**](http://www.humankinetics.com/managementStrategiesInAthleticTraining/InstructorGuide/debate.htm)

Students will debate each other from preassigned position statements. Debate partners will be assigned by the instructor. Each pair will debate a series of issues from a unique case study 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), ability to present reasonable counterarguments, and skill in developing solutions for the problem(s). Scores on these debates shall account for **25% of the students' course grades**.

**Participation in Class Discussions**

Participation in class discussions by all students will be an important determinant of the quality of this course. In order to maximize the opportunity for class discussion, the lecture method will be reduced to a minimum. Students will be expected to read the appropriate chapters and cases from the textbooks before coming to class. Students will be provided with study questions **(Worksheets)** for the readings at least one week prior to the class in which the topic will be discussed. Students will be responsible for writing brief answers to the study questions and turning these in to the instructor during the class when the topic will be discussed. This component shall account for **10% of the course grade**.

Successful students are most often self-directed. They read not only the material to be covered in class, but also anything else they think may help them understand more about the topic—always before the day the topic will be discussed in class. They read the cases to be discussed and analyzed, and they make copious notes of their thoughts. They try to make connections between what they read and what happens in the real world. They ask questions. They engage in discussion. They are connected to what they are learning.

[**Procedures Manual**](http://www.humankinetics.com/managementStrategiesInAthleticTraining/InstructorGuide/procedur.htm)

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. **Fifteen percent** of a student's grade in this course will be based on the ability to develop a procedures manual for a mythical athletic medicine program. Students will be provided with a description of a hypothetical athletic medicine program and set of policies promulgated 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 medicine program. This project will replace the final feedback instrument and will be due on the day normally reserved for the final feedback instrument. This will be a group project. All students must contribute equally to the completion of the project. Students will assess their peers' contributions to the project, and this assessment will serve as a factor in determining each student's grade for this portion of the course.

**Attendance:** Attendance will be taken. Should you miss more than three classes, your grade will be dropped one full grade level.

**Late/Missing Assignments and Exams**: All assignments are due at the beginning of class on the day that the assignment is due. Late assignments will receive a lowered grade—the later, the lower.  Exceptions will be made only in cases of documented medical or family emergencies.  If applicable, attach written documentation of a medical or family emergency to your paper.  Then, get the paper to me as soon as possible.  (However, even if your paper is very late, you should still make the effort to turn it in—I may be able to give you some points for it.)  Number of late days includes weekends and days between classes. Exams (feedbacks), however, will not be accepted past their Due date.

**Academic Dishonesty:** Cheating on classroom or outside assignments, examinations, or tests is a violation of the student code of conduct. This code also includes Plagiarism, falsification of academic records, and the acquisition or use of test materials without faculty authorization are considered forms of academic dishonesty and, as such, are violations. Because academic honesty and integrity are core values at a university, the faculty finds that even one incident of academic dishonesty seriously and critically endangers the essential operation of the university and may merit expulsion. Consequences for academic dishonesty may be imposed by the course instructor. Such consequences may include a grade of “F” in the course. The instructor should attempt to notify the student of the suspected academic dishonesty and give the student an opportunity to respond. The notice and the opportunity may be informal and need not be in writing. Penalties for any disciplinary infraction must be judicially imposed. Instructors may report incidents of academic dishonesty to the dean of students. For more details see the student code of conduct.

**Grading:**

|  |  |
| --- | --- |
| **A 90%B 80%C 70%D 60%F <60%** | **25% Chapter Feedbacks****25% Argumentative Essays****25% Debates****10% Preparedness and Participation (worksheets)****15% Procedure Manual****100% Total** |

**Accommodations:** Reasonable accommodations are available for students who have a documented disability. Please see me or email me if you require special accommodations due to learning disabilities, religious practices, physical requirements, medical needs, or any other reasons.

**Tentative Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic and Chapter** | **Assignment Due** |
| **1** | **Jan 14** | **Th** | Introduction / Competencies related to the class |  |
| **2** | **19** | **T** | Theoretical basis of management | Worksheet #1 |
| **21** | **Th** |  | Feedback #1 |
| **3** | **26** | **T** | Program Management | Worksheet #2 |
| **28** | **Th** |  |  |
| **4** | **Feb 2** | **T** |  |  |
| **4** | **Th** |  | Feedback#2Essay#1 |
| **5** | **9** | **T** | Human Resource Management | Worksheet #3 |
| **11** | **Th** |  |  |
| **6** | **16** | **T** | Debate 1 | Feedback #3 |
| **18** | **Th** | Financial Resource Management | Worksheet #4 |
| **7** | **23** | **T** |  |  |
| **25** | **Th** |  | Feedback #4Essay #2 |
| **8** | **Mar 2** | **T** | Facility Design and Planning | Worksheet #5 |
| **4** | **Th** |  |  |
| **9** | **9** | **T** | Debate 2 |  |
| **11** | **Th** | Debate 3 | Feedback #5 |
| **10** | **16** | **T** | SPRING BREAK! |  |
| **18** | **Th** |  |
| **11** | **23** | **T** | Information Management | Worksheet #6 |
| **25** | **Th** |  |  |
| **12** | **30** | **T** |  | Feedback #6Essay #3 |
| **Apr 1** | **Th** | Reimbursement for Health Care Services | Worksheet #7 |
| **13** | **6** | **T** |  |  |
| **8** | **Th** | Debate 4 | Feedback #7 |
| **14** | **13** | **T** | Legal Considerations in Sports Medicine | Worksheet #8 |
| **15** | **Th** |  |  |
| **15** | **20** | **T** | Debate 5 | Feedback #8 |
| **22** | **Th** | Ethics in Sports Medicine | Worksheet #9 |
| **16** | **27** | **T** |  | Feedback #9Essay #4 |
| **29** | **Th** | Preparticipation Physical Exams and Drug-Testing Programs | Worksheet #10 |
| **17** | **May 4** | **T** |  |  |
| **6** | **Th** |  | Procedures Manual DuePeer Evaluation Due |
| **18** | **11** | **T** | Debate 6 |  |
| **13** | **Th** |  |  |
|  | **14** | **Fri** | FINAL EXAM 7:30-930am |  |
|  |  |  |  |  |

**Athletic Training Program Argumentative Essay Evaluation Instrument**

This instrument is intended to help faculty and students evaluate the quality of the argumentative essay written in conjunction with one or more of the courses in the athletic training program. Written expression is an important quality in effective health care delivery and management. Equally important, and intimately related to this requirement, is the ability to demonstrate clarity and organization of thought. Developing, communicating, and defending ideas is a crucial element in the writing process. The ability to anticipate and defend counterarguments is also an important factor in this process.

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Submitted \_\_\_\_\_\_\_\_\_\_\_\_\_

Course Name and Number Name of Case/Essay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Student Feedback Conference \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Key: 1 = Unsatisfactory 2 = Satisfactory 3 = Exemplary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERION | COMMENTS | 1 point | 2 points | 3 points |
| Essay is typed, double spaced, and fastened in the upper left corner with a single staple |  |  |  |  |
| No misspellings |  |  |  |  |
| Proper punctuation |  |  |  |  |
| Proper tense and sentence structure |  |  |  |  |
| All questions are answered |  |  |  |  |
| The major problem(s) of the case are successfully identified and explained in the first paragraph |  |  |  |  |
| Arguments are defended with evidence |  |  |  |  |
| Arguments are defended with logic |  |  |  |  |
| Counterarguments are identified |  |  |  |  |
| Counterarguments are defended with logic and evidence |  |  |  |  |
| Plausible solutions are provided |  |  |  |  |
| Values consistent with the Code of Ethics of the NATA are demonstrated |  |  |  |  |
| Values consistent with the Standards of Practice for athletic trainers are demonstrated |  |  |  |  |

Total Score \_\_\_\_\_\_\_\_\_\_\_

General Comments:

Faculty Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_