

# **SIM 456 Organization & Administration of Athletic Training Programs**

## **PSYCHOSOCIAL INTERVENTION AND REFERRAL**

### Cognitive Domain

- 8 Describes the theories and techniques of interpersonal and cross-cultural communication among certified athletic trainers, athletes, athletic personnel, patients, administrators, health care professionals, parents/guardians, and others.
- 9 Employs the basic principles of counseling, including discussion, active listening, and resolution.
- 10 Describes the various strategies that certified athletic trainers may employ to avoid and resolve conflicts among superiors, peers, and subordinates.

### Affective Domain

- 1 Accepts the professional, ethical, and legal parameters that define the proper role of the certified athletic trainer in providing health care information, intervention, and referral.
- 3 Recognizes the certified athletic trainer's role as a liaison between the physically active, athletic personnel, health care professionals, parents/guardians, and the public.
- 4 Accepts the need for appropriate interpersonal relationships between all of the parties involved with athletes and other involved in physical activity.
- 6 Accepts the moral and ethical responsibility to intervene in situations of mental, emotional, and/or personal/social conflict.

## **HEALTH CARE ADMINISTRATION**

### Cognitive Domain

- 2 Lists the components of a medical record, such as permission to treat, emergency information, treatment documentation, and release of medical information.
- 3 Identifies the advantages and disadvantages associated medical record keeping, including the issues of paperwork, electronic data, security, record keeping systems, and confidentiality.
- 5 Lists the various methods for recording patient information, and compares the strengths and weaknesses of each approach.
- 6 Identifies common human-resource policy and federal legislation regarding employment regarding, but not limited to, The Americans with Disabilities Act, Wage and Hour, Family Medical Leave Act, Family Educational Rights Privacy Act, Fair Labor Standards Act, Sexual Harassment, and the Equal Opportunity Employment Commission.
- 8 Summarizes the function of accrediting agencies for health care facilities.
- 9 Identifies the process of obtaining state regulatory acts for athletic trainers, and becomes familiar with locally relevant statutes, rules, and regulations.
- 12 Describes the various types of insurance policies (health maintenance organization [HMO], personal provider organization [PPO], fee-for-service) and the procedures for filing health care insurance claims.
- 13 Identifies the common insurance benefits and exclusions identified within health care insurance policies.

- 14 Uses accepted medical terminology and abbreviations (SOAP, CPT and HCFA coding).
- 15 Explains the components of the budgeting process, including purchasing, requisition, and bidding.
- 16 Illustrates the basic architectural considerations that relate to the design of a safe and efficient clinical practice setting.
- 17 Describes the duties of personnel management, including (1) recruitment and selection of employees, (2) retention of employees, (3) development of policies-and-procedures manual, and (4) employment performance evaluation.
- 18 Lists the components of a strategic plan that uses a model that helps in the development of a vision and mission statement and in the analysis of strengths, weaknesses, opportunities, and threats (SWOT).
- 19 Identifies the principles of recruiting, selecting, and employing physicians and other medical and allied health care personnel in the deployment of athletic health care services.
- 20 Interprets the role and function of nondiscriminatory and unbiased employment practices, which do not base decisions on race, gender, sexual orientation, disability, religion, national origin, or age.
- 30 Lists the components of a comprehensive risk management plan that addresses the issues of security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
- 32 Formulates a plan to promote the profession of athletic training and those services that certified athletic trainers perform in a variety of employment settings, such as high schools and colleges, professional and industrial settings, and community-based health care facilities.
- 35 Describes the role and function of various community-based medical, paramedical, and other health care providers.
- 38 Describes the basic components of organizing and coordinating a drug testing and screening program.
- 40 Describes the continuing education process for certified athletic trainers as outlined by the NATABOC and the relationship between continuing education and state athletic training practice acts.
- 42 Understands the NATA Code of Professional Practice and the NATABOC Standards of Professional Practice.
- 43 Understands how to locate Commission on the Accreditation of Allied Health Education Programs (CAAHEP) accreditation standards and recognizes their impact on the educational system.
- 44 Describes the relationship between the National Athletic Trainers' Association, Inc. (NATA), NATA Board of Certification, Inc./ National Organization for Competency Assurance (NATABOC/NOCA), National Commission for Certifying Agencies (NCCA), and Joint Review Committee-Athletic Training/Commission on the Accreditation of Allied Health Education Programs (JRC-AT/CAAHEP).

#### Psychomotor Domain

- 1 Develops a plan/drawing of a safe and efficient health care facility.

- 2 Develops a risk management plan that addresses issues of liability reduction, security, fire, facility hazards, electrical and equipment safety, emergency preparedness, and hazardous chemicals (manufacturer safety data sheets [MSDS]).
- 3 Develops a policies-and-procedures manual for a health care facility that meets the guidelines set forth by the accrediting agencies.
- 7 Develops an operational and capital budget based on a supply inventory and needs assessment.

#### Affective Domain

- 1 Appreciates the roles and responsibilities of medical and allied health care providers, and respects the systems that each provider works within.
- 6 Accepts the professional, ethical, and legal parameters that define the proper role of the certified athletic trainer in the administration and implementation of health care delivery systems.
- 7 Appreciates the roles and relationship between the NATA, NATABOC/NOCA, NCCA, and JRC-AT/CAAHEP.
- 8 Recognizes and accepts the need for organizing and conducting health care programs for athletes and other physically active individuals on the basis of sound administrative policies and procedures.
- 9 Accepts the responsibility for completing the necessary paperwork and maintaining the records associated with the administration of health care programs.
- 10 Respects the roles and cooperation of medical personnel, administrators, and other staff members in the organization and administration of athletic training service programs.
- 11 Recognizes and accepts the importance of good public relations with the media (radio, TV, press), the general public, other medical and allied health care personnel, and legislators.
- 12 Recognizes the certified athletic trainer's role as a liaison between athletes, physically active individuals, caretakers, employers, physicians, coaches, other health care professionals, and any individual who may be involved with the care provided by the certified athletic trainer.

### **PROFESSIONAL DEVELOPMENT AND RESPONSIBILITIES**

#### Cognitive Domain

- 1 Compares and contrasts the role and function of state athletic training practice acts and registration, licensure, and certification agencies.
- 2 Explains the basic legislative processes for the implementation of practice acts for athletic trainers.
- 3 Defines the rationale for state regulations that govern the practice of athletic training.
- 4 Describes the consequences of violating federal and state regulatory acts.
- 5 Outlines the process of attaining and maintaining an athletic training professional credential.
- 6 Describes the current professional development requirements for the continuing education of certified athletic trainers.

- 7 Locates available, approved continuing education opportunities for certified athletic trainers.
- 8 Describes the role and function of the governing structures of the National Athletic Trainers' Association.
- 9 Differentiates the essential documents of the NATA, including, but not limited to, the Role Delineation Study, the Code of Ethics, JRC-AT Standards and Guidelines, Athletic Training Educational Competencies, and the Standards of Practice of the Profession.
- 13 Distinguishes that issues and concerns regarding the health care of athletes and other involved in physical activity (e.g., public relations, third-party payment, and managed care).
- 15 Describes the availability of educational materials and programs in health-related subject matter areas (audiovisual aids, pamphlets, newsletters, computers, software, workshops, and seminars).
- 16 States the principles of planning and organizing workshops, seminars, and clinics in athletic training and sports medicine for health care personnel, administrators, coaches, and the general public.

#### Psychomotor Domain

- 1 Demonstrates the techniques and methods for disseminating injury prevention and health care information to health care professionals, athletes, athletic personnel, parents/guardians, and the general public (e.g., via team meetings, parents' nights, parent/teacher organizations [PTO] meetings, booster clubs, workshops, and seminars).
- 2 Demonstrates the ability to construct a resume.
- 3 Demonstrates the ability to access the policy-making and governing bodies that regulate the certified athletic trainer (state regulatory boards, NATA, NATABOC).

#### Affective Domain

- 1 Accepts the professional responsibility to satisfy certified athletic trainers' continuing education requirements.
- 2 Appreciates the need for and the process and benefits of athletic training regulatory acts (registration, licensure, certification).
- 3 Realizes that the state regulatory acts regarding the practice of athletic training vary from state to state.
- 4 Understands the consequences of noncompliance with regulatory athletic training practice acts.
- 5 Accepts the professional, historical, ethical, and organizational structures that define the proper roles and responsibilities of the certified athletic trainer in providing health care to athletes and others involved in physical activity.
- 6 Defends the moral and ethical responsibility to intervene in situations that conflict with NATA standards.
- 7 Accepts the function of professional organization position statements that relate to athletic training practice.
- 8 Advocates the NATA as an allied health professional organization dedicated to the care of athletes and others involved in physical activity.
- 9 Respects the role and responsibilities of the other health care professions.

- 10 Appreciates the dynamic nature of issues and concerns as they relate to the health care of athletes and others involved in physical activity.
- 11 Defends the responsibility to interpret and promote athletic training as a professional discipline among allied-health professional groups and the general public.
- 12 Accepts the responsibility to enhance the professional growth of athletic training students, colleagues, and peers through a continual sharing of knowledge skills, values, and professional recognition.