ATHLETIC TRAINING EDUCATION PROGRAM
COLLEGE OF PROFESSIONAL PROGRAMS

ATH/PHE 487
Organization and Administration
Athletic Training

Fall 2013
Monday 12:30-3:15
PULLEN HALL 113

Barbara J. Blackstone Assistant Professor/Director ATEP
ATH 487
Organization and Administration Athletic Training Syllabus

**Instructor:** Barbara J. Blackstone, MSS, ATC, LAT  
**Classroom:** Pullen 113, Monday 2:00-4:45PM  
**Office Hours:** M & W 10-11am (Wieden); T & Th 9:30-4(South Hall); Friday by appointment  
**Office Phone:** 768-9415  
**Cell Phone:** 768-0453  
**E-mail:** barbara.blackstone@umpi.edu

As a member of the university community:  
I pledge to pursue academic excellence  
I pledge to support open inquiry and civil expression  
I pledge to listen respectfully to the viewpoints of others  
I pledge to participate in the life of the community  
I pledge to conserve and enhance the beauty of the campus  
I Pledge to help all members of the university community to realize their full potential

"Definition of the Credit Hour at UMPI"

In all of its courses and programs, the University of Maine at Presque Isle defines a credit hour as an amount of work equivalent to one hour of classroom instruction supplemented by a minimum of two additional hours of student out-of-class work each week for an approximately fifteen-week semester. Accordingly, in all lecture or seminar courses, it is our expectation that students will work on course assignments for a minimum of two hours outside of class for every hour they are in class.

It is understood that internships, practica, studio work, laboratory work, online courses, and other academic activities leading to the award of credit will organize student work in configurations which do not precisely match this definition. Nevertheless, the amount of student work required per credit hour in these courses or credit-bearing activities at UMPI will always be equivalent to the amount of work required per credit hour in a standard lecture or seminar course, as defined above.”

**UMPI Writing Center:**
Located on the first floor of South Hall, the writing center offers one-on-one consultations for writers at all levels of course work, at all stages of the writing process. Call 768-9615 or stop by to set up an appointment.

**Attendance:**
Attendance is mandatory. Students are expected to attend all lectures. Special consideration will be given for documented excusable absences of illness or death in the family. Unexcused absences will result in a 2 point deduction from the final grade for each day absent.

**Professional Appearance Policy & Professional Behaviors Policy:** Please review the policy in the Policy & Procedures Manual.
**Texts:** Harrelson, Gary Administrative Topics in Athletic Training Concepts of Practice  Slack Incorporated 978-1-55642-739-8  also Casa, Douglas Preventing Sudden Death in Sport and Activity Jones & Bartlett Learning 978-0-7637-8554-3


**Instructional Methods:** Independent reading, case analysis, student lead discussion, class activities, lecture, and guest lectures.

**Assessment Methods:** Quizzes, Tests, Argumentative Essays, Case Studies, Projects including self-assessment, budget, insurance project, essential documents, P&P manual, literature review, and presentations designed to assess higher-order cognition of critical concepts. Resume and actual interview and research papers are also assessed. Documents needed for the course will be available on blackboard.

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**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.

**Plagiarism**

Plagiarism is the representation of another’s words or ideas as one’s own. Violations of academic integrity also include turning in work previously submitted in other courses (so, in a sense, it is possible to plagiarize yourself). Students found to have committed acts in violation of this policy will fail the assignment and often the course as well, and may face additional university sanctions. Violations resulting in sanctions are reported to the Dean of Students.
Foundations of Professional Behaviors

These basic behaviors permeate professional practice and will be incorporated into instruction and assessed throughout the educational program.

Primacy of the Patient

• Recognize sources of conflict of interest that can impact the client’s/patient’s health.
• Know and apply the commonly accepted standards for patient confidentiality.
• Provide the best healthcare available for the client/patient.
• Advocate for the needs of the client/patient.

Team Approach to Practice

• Recognize the unique skills and abilities of other healthcare professionals.
• Understand the scope of practice of other healthcare professionals.
• Execute duties within the identified scope of practice for athletic trainers.
• Include the patient (and family, where appropriate) in the decision-making process.
• Work with others in effecting positive patient outcomes.

Legal Practice

• Practice athletic training in a legally competent manner.
• Identify and conform to the laws that govern athletic training.
• Understand the consequences of violating the laws that govern athletic training.

Ethical Practice

• Comply with the NATA’s Code of Ethics and the BOC’s Standards of Professional Practice.
• Understand the consequences of violating the NATA’s Code of Ethics and BOC’s Standards of Professional Practice.
• Comply with other codes of ethics, as applicable.

Advancing Knowledge

• Critically examine the body of knowledge in athletic training and related fields.
• Use evidence-based practice as a foundation for the delivery of care.
• Appreciate the connection between continuing education and the improvement of athletic training practice.
• Promote the value of research and scholarship in athletic training.
• Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare professionals, and others as necessary.

Cultural Competence

• Demonstrate awareness of the impact that clients’/patients’ cultural differences have on their attitudes and behaviors toward healthcare.
• Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
• Work respectfully and effectively with diverse populations and in a diverse work environment.

Professionalism

• Advocate for the profession.
• Demonstrate honesty and integrity.
• Exhibit compassion and empathy.
• Demonstrate effective interpersonal communication skills.

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Competencies Addressed

KNOWLEDGE AND SKILLS

The students will be able to:

HA-1. Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system.
   
   Assessment written quiz/test

HA-2. Describe the impact of organizational structure on the daily operations of a healthcare facility.
   
   Assessment written quiz/test

HA-3. Describe the role of strategic planning as a means to assess and promote organizational improvement.
   
   Assessment written quiz/test

HA-4. Describe the conceptual components of developing and implementing a basic business plan.
   
   Assessment written quiz/test

HA-5. Describe basic healthcare facility design for a safe and efficient clinical practice setting.
   
   Assessment on P+P manual

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.
   
   Assessment written quiz/test/budget

HA-7. Assess the value of the services provided by an athletic trainer (eg, return on investment).
   
   Assessment written quiz/test

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.
   
   Assessment written quiz/test/budget

HA-9. Identify the components that comprise a comprehensive medical record.
   
   Assessment on P+P manual

HA-10. Identify and explain the statutes that regulate the privacy and security of medical records.
   
   Assessment written quiz/test

HA-11. Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.
   
   Assessment on P+P manual

HA-12. Use a comprehensive patient-file management system for appropriate chart documentation, risk management, outcomes, and billing.
   
   Assessment on P+P manual

   
   Assessment written quiz/test

HA-14. Describe principles of recruiting, selecting, hiring, and evaluating employees.
   
   Assessment written quiz/test

HA-15. Identify principles of recruiting, selecting, employing, and contracting with physicians and other medical and healthcare personnel in the deployment of healthcare services.
   
   Assessment written quiz/test
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.

**Assessment on P+P manual**

HA-17. Identify key regulatory agencies that impact healthcare facilities, and describe their function in the regulation and overall delivery of healthcare.

**Assessment written quiz/test**

HA-18. Describe the basic legal principles that apply to an athletic trainer’s responsibilities.

**Assessment written quiz/test**

HA-19. Identify components of a risk management plan to include security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.

**Assessment written quiz/test**

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.

**Assessment on P+P manual**

HA-21. Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals.

**Assessment on P+P manual**

HA-22. Develop specific plans of care for common potential emergent conditions (eg, asthma attack, diabetic emergency).

**Assessment on P+P manual**

HA-23. Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities’ rules, guidelines, and/or recommendations.

**Assessment on P+P manual**

HA-24. Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.

**Assessment on P+P manual**

HA-25. Describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models.

**Assessment written quiz/test**

HA-26. Describe the criteria for selection, common features, specifications, and required documentation needed for secondary, excess accident, and catastrophic health insurance.

**Assessment written quiz/test**

HA-27. Describe the concepts and procedures for revenue generation and reimbursement.

**Assessment written quiz**

HA-28. Understand the role of and use diagnostic and procedural codes when documenting patient care.

**Assessment written quiz**

HA-29. Explain typical administrative policies and procedures that govern first aid and emergency care.

**Assessment on P+P manual**

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

**Assessment on P+P manual**
Professional Development and Responsibility (PD)
The provision of high quality patient care requires that the athletic trainer maintain current competence in the constantly changing world of healthcare. Athletic trainers must also embrace the need to practice within the limits of state and national regulation using moral and ethical judgment. As members of a broader healthcare community, athletic trainers work collaboratively with other healthcare providers and refer clients/patients when such referral is warranted.

KNOWLEDGE AND SKILLS
The students will be able to:

PD-1. Summarize the athletic training profession’s history and development and how current athletic training practice has been influenced by its past.

Assessment written quiz/test

PD-2. Describe the role and function of the National Athletic Trainers’ Association and its influence on the profession.

Assessment written quiz/test

PD-3. Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.

Assessment written quiz/test

PD-4. 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.

Assessment written quiz/test

PD-5. Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis.

Assessment Project

PD-6. Explain the process of obtaining and maintaining necessary local, state, and national credentials for the practice of athletic training.

Assessment Project

PD-7. Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies.

Assessment Project

PD-8. Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.

Assessment Project

PD-9. Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.

Assessment Research Paper

PD-10. Develop healthcare educational programming specific to the target audience (eg, clients/patients, healthcare personnel, administrators, parents, general public).

Assessment with class participation/presentations

PD-11. Identify strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers.

Assessment written Quiz/Test

PD-12. Identify mechanisms by which athletic trainers influence state and federal healthcare regulation.

Assessment written quiz/test
Assessment Activities

**Develop a research project** (to include but not limited to case study, clinical research project, literature review) for an athletic training-related topic. 200 points of the students’ grade in this course will be based on the development of this research project. Two drafts (1st outline) will be due before the final draft. A criteria sheet is attached to this document. Each student will be asked to develop a relevant clinical question using a PICO or PIO format.

**Chapter Quizzes and Final Test**
Students will be quizzed weekly on the competencies, key concepts and vocabulary of each chapter. The scores on these quizzes shall account for 300 pts of the students’ course grade. (25pts each week.) A comprehensive final test will be given. Students are required to earn an 80% on each quiz and test.

**Argumentative Essays**
Students shall write two essays designed to assess problem-solving skills in hypothetical health care administration scenarios. Students shall research and develop 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 200 points students’ course grades. (100 each)

**Crucial Conversation discussion and activities**
Students shall write a reflection paper on the eleven chapters in the book, each reflection paper will be worth 10 points. Class discussion and activities will be graded on participation and engagement will be worth another 10 points for each chapter. This activity will begin week 3.

**Self-Assessment/Professional Development Plan**-
Students will develop a professional plan for preparing for the BOC test and create a professional development plan for the next five years. Criteria used to evaluate students will include identifying areas of professional growth as well as method of preparation for BOC. Students are required for earn an 80% on this project which is worth 100 points.

**Insurance Project** (HA 25, 26, 27,28) 2 Short case studies developed from the health care competencies.

**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 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 points for each chapter. Students will be assigned as the discussion co-leader for each chapter. Each student can earn up to 50 points in this role. (PD #10)

**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
An important element in assessing athletic trainers' ability to manage an athletic sports medicine program is the extent to which they can plan for the major procedural elements they are likely to face in actual practice. 500 pts of a student's grade in this course will be based on the ability to develop a procedures manual for a mythical athletic sports medicine program. Students will work with the instructor to develop a description of a hypothetical athletic sports 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 sports medicine program that both implements the intentions of the policy board and provides a set of working directions for every aspect of the athletic sports medicine program. This project will be part of the final and will be due on the last day of class. Please bring Preventing Sudden Death in Sport and Physical Activity – for reference for this manual. Include plans of care for common potential emergent conditions, PPE, FA and Emergent care plans.
*Medical Records for your program must be included (HA 9-12), Risk management plans (HA 20, 21)
And include facility design (HA 17)

Case Studies- Each student will present two case studies for group discussion. These cases can be found in a case study resource book provided by the instructor or another study approved by the instructor. These studies will be related to the subject material studies and discussed in this course.50 x2=100 pts. Each student needs to have their case study ready for discussion the day scheduled – if not grading will start at 25 pts each.

Resume- Your resume will be a work in progress throughout the semester and draft copies is due according to course schedule, 50 pts+ 25 points for cover letter and application for graduate school or your first Athletic training job.

Budget- Through this project you will develop a zero based budget for your athletic training facility. A line item budget for materials, supplies and equipment replacement and purchase must be included. 100pts (HA 6+8.) I short discussion of philosophy of your budgeting process must be included.

Essential Documents Project at least 4 pages, discussion of the essential documents in PD-5. This project is due the second week. 50pts.

UMPI Writing Center- Located on the first floor of South Hall, the writing center offers one-on-one consultations for writers at all levels of course work, at all stages of the writing process. Call 768-9615 or stop by to set up an appointment. For more information you can also check out our web page: http://www.umpi.edu/programs/cas/english/writing-center.

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Total Points</th>
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<tr>
<td>Research Project</td>
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<tr>
<td>Argumentative Essays 2@100</td>
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<td>Quizzes 10@10</td>
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<td>Final Test 3@100</td>
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<td>Reflection Paper 11@10</td>
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<td>P and P manual</td>
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<td><strong>Total Points</strong></td>
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Self- Assessment Projects 100
Insurance Case Studies 2x50 100
Essential document projects 50
Participation 110
Class leadership role 50
## Tentative Course Schedule

### Mondays

Holiday Sept 2, Oct 14 and Nov 11. (we might not have class- but you will need to work on your projects.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Handouts and Projects</th>
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<tbody>
<tr>
<td>September 9</td>
<td>Introduction to class- (PD 1-12) Review history, NATA, State license</td>
<td>Whole book and handouts</td>
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<td>Syllabus and assignment development</td>
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<td>September 16</td>
<td>Risk Management (HA 2,11,12,16,18,19,20,21,22,23) PD 8,9-</td>
<td>Chapter 2</td>
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<td>essential document project due</td>
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<td>September 23</td>
<td>Budget and Finance (HA 6,7,8)</td>
<td>Chapter 3</td>
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<td>September 30</td>
<td>Leadership and Management (HA 2,3,18-PD 1-12, 7)</td>
<td>Chapter 1</td>
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<td>October 7</td>
<td>Human Resources (HA 1,2,3,7,14,15)</td>
<td>Chapter 4</td>
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<td>Bonnie Devaney Guest Speaker</td>
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<td>1\textsuperscript{st} argumentative essay, self-assessment development</td>
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<td>October 21</td>
<td>Ethical Practice (HA 13,16,17,18,21-24,29, PD 1-12)</td>
<td>Chapter 5</td>
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<td>Outline for research paper, 1\textsuperscript{st} draft of resume due</td>
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<td>November 4</td>
<td>AT Administration: Issues in Education Settings (HA1, PD 1-12)</td>
<td>Chapter 6</td>
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<td>2\textsuperscript{nd} argumentative essay due</td>
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<td>November 18</td>
<td>Issues in Clinical Setting (HA 1-30, PD1-2)</td>
<td>Chapter 7</td>
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<td>November 25</td>
<td>Medical Records and Documentation (HA 10,11,12,16,17,28,29,30)</td>
<td>Chapter 8</td>
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<td>Etiquette Dinner 5:30 to 8:00 TBA</td>
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<tr>
<td>December 2</td>
<td>Insurance and Reimbursement (HA 4,6,7,9,11,17 PD 4,5,6,8,12)</td>
<td>Chapter 9 &amp; Chapter 12</td>
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<td>1\textsuperscript{st} Case Study due</td>
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<td>Final draft of Research Paper</td>
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<td>Employment Issues in AT (HA 1-30 PD 1-12)</td>
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<td>December 9</td>
<td>Improving Personal Effectiveness (PD 1-12)</td>
<td>Chapter 10</td>
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<td>2nd draft for research paper</td>
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<td>Improving Organization Performance (HA 1-30 PD 8,10,11,12)</td>
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<td>Insurance Project – case studies, Resume Final Draft</td>
<td>Chapter 11</td>
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<td>2nd Case study due</td>
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<td>December 17</td>
<td>Final - Interview by appointment bring policy and procedure manual, final resume and cover letter</td>
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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.

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<th>COMMENTS</th>
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Key: 1 = Unsatisfactory 2 = Satisfactory 3 = Exemplary
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

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Total Score __________

General Comments:

Faculty Signature _________________ Student Signature _________________
Athletic Training Program Research Project Evaluation Instrument

This assessment tool is intended to help faculty and students evaluate the quality of the research project written in conjunction with one or more of the course in the athletic training as well as the fitness and wellness track. Written expression is an important quality in effective health care delivery and management. It is important to demonstrate clarity and organization of thought. Developing and communicating is a crucial element in the writing process.

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General Comments:

Faculty Signature _____________________ Student Signature _____________________