



WHY ADMINISTRATION MATTERS

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DISCLOSURE STATEMENT



No known conflicts of interest

The views expressed in these slides and today's discussion are ours

Our views may not be the same as the views of our colleagues

Audience must use discretion when using the information contained in this presentation

BACKGROUND



Didactic and clinical experiences

Skills for evaluation, emergency care, and therapeutic interventions are often practiced and reinforced through patient interactions and laboratory classes

However, the tasks associated with healthcare administration are unique as they may not be relevant or replicable during real-time patient encounters

THE NEED



While the current structure of AT education is mostly successful in preparing athletic training students, novice athletic trainers have identified the skills associated with **healthcare administration** as the ones they feel the **least prepared** in for as they begin clinical practice.

This includes aspects of medical documentation, internal business skills, external business skills, risk management, and adhering to ethical, legal, and regulatory principles.

OBJECTIVES



Upon the end of the presentation, students will be able to:

1. Recall **best practices** in the skills related to **healthcare administration** related to medical documentation, internal and external business skills, and ethical, legal, and regulatory principles.
2. Discuss the reasons **why healthcare administration skills matter to clinical practice** through the lens of risk management and improved patient care.
3. Develop **techniques to integrate healthcare administration skills** into clinical experiences.

THE DOMAIN



Evaluate organizational, personal and stakeholder outcomes.

Develop policies, procedures and strategies to address risks and organizational needs.

Practice within local, state and national regulations, guidelines, recommendations and professional standards.

Use established documentation procedures to ensure best practice.

THE COMPETENCIES



**Risk
Management**

**Insurance
& Billing**

**Business
Plans**

**Assess
Your
Value**

**Privacy
&
Security**

**Communicate
with other
Professionals**

**Physician
Relationship**

**Strategic
Planning**

**Healthcare
Facility
Design**

PPE

**Organizational
Structure**

**Recruiting, Hiring, and
Evaluating Employees**

**Ethical,
Legal, and
Regulatory
Practices**

**Medical Records
and
Documentation**

**Policy, Procedures,
and Action Plans**

Budgeting Process



EXPECTATION



REALITY

TASKS



STATE

ORGANIZATIONAL PRACTICES

MEDICAL DOCUMENTATION

ETHICAL, LEGAL, AND REGULATORY PRACTICES

ORGANIZATIONAL PRACTICES



VALUE ADDED

VALUE ADDED EVERYWHERE

WORTH AND VALUE

BUDGETS AND FINANCE

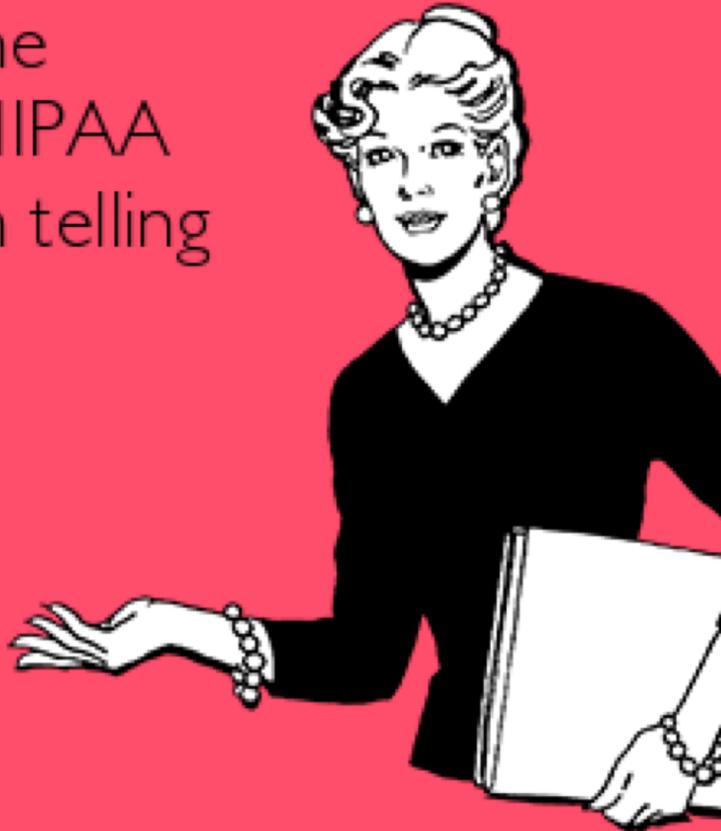
HUMAN RESOURCES

BUSINESS PLANNING

MEDICAL DOCUMENTATION

**STATE**

My clients have the best stories but HIPAA prevents me from telling them.



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user card

**DOCUMENTATION
STRATEGIES**

**COMMUNICATE WITH
PATIENTS, PROVIDERS,
ADMINISTRATORS, ETC.**

**COMPLY WITH HIPAA AND
HITECH ACTS**

MEDICAL DOCUMENTATION



LAND

W61.33
PECKED BY A CHICKEN

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ELECTRONIC HEALTH VS
MEDICAL RECORDS

OUTCOMES

DIAGNOSTIC & PROCEDURAL
CODING

BILLING

RISK MITIGATION



POLICY AND PROCEDURE

**STANDING ORDERS &
PRIVILEGING**

NATA CODE OF ETHICS

**OSHA, STATE PRACTICE ACTS
& LICENSURE**



LAWSUITS



MARCH 16, 2012

Former High School Athlete wins \$4.4 Million Settlement Against Negligent Athletic Trainers

Wrongful death lawsuit resolved in death of Hartsville football player

Eveland settles head injury case for \$4.375 million

Lawsuit claims Notre Dame concealed medical issue from football player

Doug Randolph says he suffered permanent nerve damage

La Salle Settles Lawsuit With Injured Player for \$7.5 Million

By ALAN SCHWARZ NOV. 30, 2009

Plaintiffs sue athletic trainer in football brain injury case

UC pays \$4.75 million over Cal football player Ted Agu's death

By Kimberly Veklerov Updated 4:17 p

Lawsuit seeks \$11.5 million from NCAA, Oregon, ex-coach over workout-caused injuries

So, what has your experience been?

WHEN ARE YOU LEARNING ABOUT ADMIN?



Many athletic training degree programs offer healthcare administration at the end of their course sequencing.

Athletic training students often learn about the day-to-day tasks of the profession through clinical education.

In the current model of athletic training education, there may not be explicit opportunities afforded to athletic training students relative to the tasks of healthcare administration due to class schedule conflicts.

THE ADMIN MYTH



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TiME ConSuMIng!



BEST PRACTICES



PROFESSIONAL
EDUCATION

LANDING A JOB

TRANSITION TO
PRACTICE

PERSONAL ADVOCACY



Due to the role overload of the job, many preceptors may unconsciously overlook the aspects of healthcare administration during the mentorship phase.

This gap requires the athletic training student to use personal advocacy for experience that allow them understand the complex role of an athletic trainer prior to entering the profession.

DISCUSSION

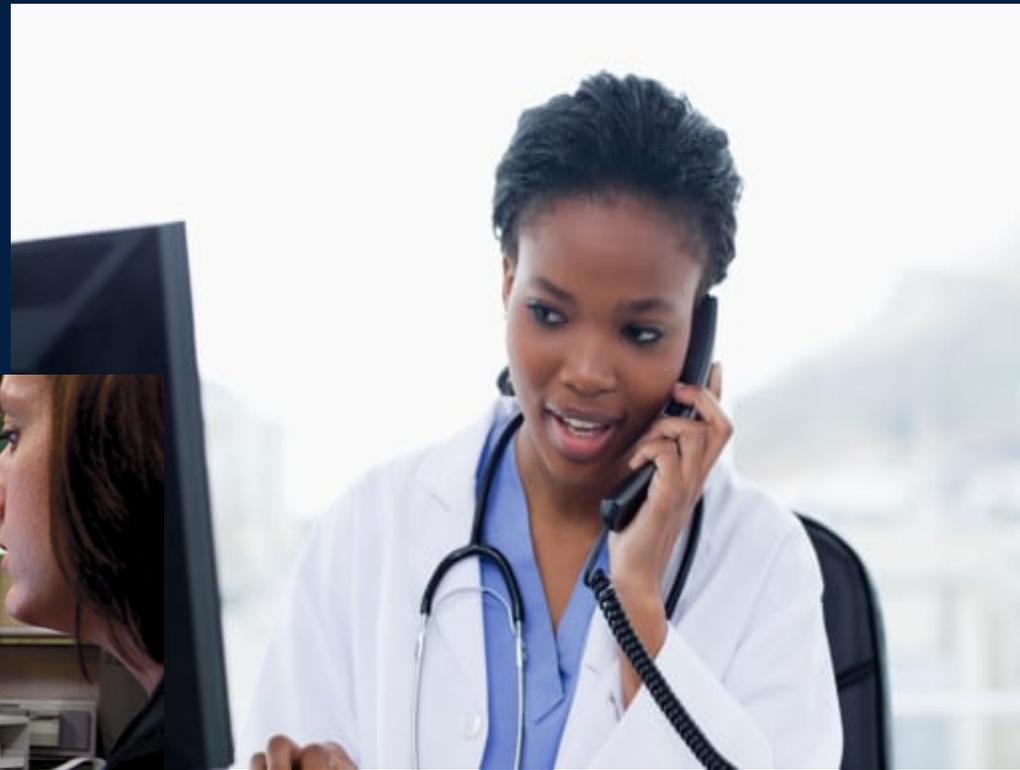


What are some **SUCCESSFUL** mechanisms you have done to practice admin during clinical education?



WHAT TO DO NOW

**STATE**



QUESTIONS?



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