



University of Florida
College of Health and Human Performance
Department of Applied Physiology & Kinesiology
Doctor of Athletic Training Program

Fall 2022 Course Syllabus | **Last Date Revised: 22August2022**

COURSE INFORMATION

ATR 7439c, Section 25849: Clinical Techniques and Pharmacology for Athletic Trainers II (3 credits)
August 24, 2022 – December 9, 2022
Meeting Time: Mondays 8:30am – 11:30am
Meeting Location: Yon Hall II

INSTRUCTOR

Patricia M. Tripp, PhD, LAT, ATC, CSCS
Clinical Associate Professor
Associate Director, Doctor of Athletic Training Program
Office Location: 160 FLG
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Pronouns: she/her/hers
Office Hours: Tuesdays and Thursdays 1:00pm – 2:00pm and by appointment, please email to confirm.

COURSE DESCRIPTION

Provides the Athletic Trainer with advanced clinical diagnostic skills to assess patients using medical evaluation procedures and employ appropriate and culturally sensitive therapeutic intervention or referral strategies for injury, illness, and emergent conditions. *ATR 7438c Clinical Techniques and Pharmacology for Athletic Trainers I.*

LEARNING OUTCOMES

1. Design comprehensive assessment and management strategies for patients with mental/emotional concerns, addictive behaviors, various congenital or acquired abnormalities, physical disabilities, and diseases.
2. Apply proper evidence-based evaluation procedures in the diagnosis of common illnesses and injury to various body systems (i.e., cardiovascular, gastrointestinal, dermatological, etc.)
3. Integrate and apply proper communication and documentation used during an injury/illness assessment
4. Apply actual or simulated diagnostic and treatment procedures for appropriate patient outcomes (e.g., EKG, participation screening, mental health, disordered eating, etc.)
5. Apply clinical techniques and knowledge within the scope of practice for Athletic Trainers
6. Discuss cultural competency and awareness and integrate culturally relevant principles to optimize patient care.

REQUIRED TEXTS AND MATERIALS

Laptop or Tablet with UF secure wi-fi access (eduroam)

Resource materials (e.g., journal articles, profession specific consensus or position statements) will be available within the E-Learning course and/or provided by the instructor in soft or hard copy formats within class. Optional course materials may include the textbooks listed below. Neither is required.

General Medical Conditions in the Athlete Author: Katie Walsh Flanagan and Micki Cuppett Publisher: Human Kinetics Year: 2017 Edition: 3 rd 978-1-4925-3350-4	Cram Session in General Medical Conditions Author: Robb Rehberg & Joelle Rehberg Publisher: SLACK, Inc. Year: 2012 Edition: 1 st 978-1-5564-2948-4
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COURSE REQUIREMENTS AND POLICIES

Teaching Strategies: The course consists of information sharing through discussion and interactive/applied learning experiences. Canvas e-learning platform will provide students with content to supplement discussions, details regarding assignment expectations and grading criteria/rubrics and serve to assist the student with applicable resources for programmatic success within the Doctor of Athletic Training Program. Student participation is an important component of this course. To maximize the opportunity for class discussion, class lectures will be kept to a minimum. Students are expected to read the appropriate materials before class. Students will be afforded applied learning experiences and complete various skills and assignments to ensure comprehension and application of advanced concepts within Athletic Training.

Examinations (3) and Practical Examination (1): Examinations will range in points from 75 – 150 and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). Examinations will evaluate the understanding of material from lecture, text, and other supplemental material provided. Students may not use resources when completing the examination. The examination is available during the defined examination window and afford students a specified amount of time (e.g., 2-hours) to compete and submit. Please review the [‘Student Help FAQs’](#) on the e-Learning website for assistance with Canvas. Students who encounter issues during the examination should call the help desk 352-392-4357 and email the instructor. Students should complete examinations during Help Desk hours so access to assistance is available if needed. Any student having an issue during a quiz/examination, should email the instructor once they have submitted the examination. Students may not access examinations after submission but will see the grade posted in the course gradebook.

Practical Examination administration includes the use of a model to demonstrate skills and may be recorded within the Athletic Training Simulation Classroom (Yon Hall 9). **Practical Examination Assessment Method:** For each clinical scenario, the score will reflect performance on the student’s ability to demonstrate and document their evaluation, including patient history, physical examination, and clinical management, which includes communication, professionalism, and patient education. Students will earn points based on accuracy of the History and Physical Examination, Diagnosis, and Initial Management/Documentation for each case (10 points each) and on general Attributes of Professional Encounters, which includes positive and effective communication with the patient, professionalism (dress, demeanor, etc.) and patient education (e.g., inform patient course of treatment/expectations, etc.).

Quizzes (5): Quizzes will assess learning progress from lecture material and assigned readings. There will be a time limit for each quiz. To ensure that students are reading the assigned material, the quizzes may be both announced and unannounced. Quizzes will range from 1-25 points and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). For quizzes administered in e-Learning students may use notes. Please read each question carefully and select the best answer to each question. The quiz will assess your retention of reading assignments. Students should employ examination best practices (stated above) for e-Learning quizzes.

Assignments (16): Assignments are due at the onset of class on the date assigned to them or submitted prior to the designated deadline in e-learning. **Please type all assignments** unless otherwise stated in the directions. **LATE ASSIGNMENTS ARE NOT ACCEPTED!** If you will be traveling for a university sanctioned event and will miss an assignment due date, your assignment is due **before** you leave. You

must notify me with an explanation for missing class, in writing (email or letter), to receive an excused absence for class. Students are responsible for all materials missed because of an absence.

Students will complete the following **Assignments** during the course:

Reflection Papers (3): Students will complete a reflection paper for Guest Speakers, Lab or Special Sessions as indicated in the course schedule. Each reflection paper will require two components to receive points (attendance/participation AND submission of the reflection paper). Students should take adequate notes and/or review relevant materials PRIOR to each session to better prepare, engage and find relevance within the discussion. Points awarded for each reflection paper will range from 30-40 points, depending on the length of the session/experience. General Guidelines and Expectations: Please complete a 1-page (minimum of 250 words) reflection paper, highlighting key points/clinical application items relevant to the discussion. Please format the paper with the following: Include your Name (first and last), UFID#, Date of the discussion, Speaker Name, and Topic in the header. Format the text (>250 words) in paragraphs with an organized flow to provide information relevant to the course. The document should be submitted as a word file (.doc or .docx) or PDF. Please complete the assignment/reflection independently. Reflection paper submissions are due by 11:59pm on the day after the guest speaker/discussion/lab experience (see course schedule for specific dates). Scoring Rubric for Reflection Papers 50% of points possible awarded for attendance, 10% points possible awarded for format (e.g., word count, organized writing) and 40% points possible awarded for thoughts, opinions and clinical relevance highlighted within reflection.

Concept Review, Lab and/or Examination Review Assignments (7): Students will assignments to foster cognition, integration, and application of learned material. Specific guidelines and instructions, including formatting, submission deadlines, and grading rubrics will be available in Canvas. Assignments will align with learning outcomes for the course and specific content areas outlined within the course schedule. Worksheets used to support lab experiences or simulated/scenario based learning will afford students time to practice the skills, reinforce knowledge, and facilitate skill acquisition. Students earn points for accuracy of responses, practice of skills with lab partner (if applicable) and on time submission.

Attendance and Participation (12): Attendance is mandatory. Students must provide a written notification of an absence (i.e., email) at least 24 hours prior to the class; excused absences will be evaluated based on university policy. Students with an excused absence will be afforded make-up opportunities under the university guidelines. Prior preparation through chapter readings and outlining will enable active participation for productive discussions. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies found in the online catalog <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Laboratory Experiences: Laboratory experiences conducted throughout the semester may occur in Yon Hall or off-site (e.g., UAA sports health clinic, FLG, etc.). Attendance and participation with laboratory experiences is required. Students earn point for attendance and participation during lab. Scoring includes 50% for attendance and 50% for engagement (see participation rubric below). Worksheets or reflection papers associated with the lab experiences (if applicable) will be scored separately. Written notification of an absence (i.e., email) prior to class is required for an absence to be excused (see university regulations as stated above). Details/specific requirements for lab experiences will be available in Canvas prior to the lab date. Students must wear proper attire (e.g., gym shorts, tank tops, sports bras, etc.) during all lab experiences.

Critical-Thinking Questions and Participation (12): Each student, as part of his/her participation, is expected to ask questions. Insightful questions will be monitored during the course and contribute to participation grade. In addition, attending class, contributing to class, and useful information provided during class will be counted toward your participation grade. Any class period listed as "discussion", requires prior review of posted content to facilitate a valuable learning experience. Failure to come to class "prepared" creates an ineffective environment for valuable exchange of information. **Prior to or immediately following the discussion, students will submit at least 2 questions or comments in Canvas, which highlight knowledge and value from the topic/discussion.** The instructor will use the rubric in the table below to assign participation points using both in-class and submitted information related to discussion sessions (see dates within the course schedule listed as "discussion").

Excellent	10 pts	Defines, describes, and illustrates concepts Explains, assesses, and criticizes ideas Demonstrates preparation and reading of assignments
Good	8 pts	Defines, describes, and illustrates concepts Explains, assesses, and criticizes ideas Evidence of reading assignments, but not fully prepared
Reasonable	6 pts	Defines, describes, and illustrates concepts Explains, assesses, or criticize some ideas Evidence of incomplete reading of assignments and preparation
Basic	4 pts	Defines and describes some concepts Explains but cannot assess and criticize ideas Clearly unprepared and lacking evidence of reading assignments
Bare Minimum	2 pts	Defines and describes some concepts Unable to explain, assess, or criticize ideas Clearly unprepared and lacking evidence of reading assignments
Unacceptable	0 pt	Refuses to engage in discussion or answer questions when asked Engaged into inappropriate behaviors (using cell phone, social media, visiting irrelevant websites) Not present

Student Conduct Policy:

- All students are expected to conduct themselves in a respectful and responsible manner
- All students are expected to be on time for class
- All students are expected to turn off or silence their cell phones
- All students are expected to not participate in actions that may disrupt the class
- All students are expected to wear a mask in the classroom and stay home if they feel unwell
- The instructor reserves the right to ask any student to leave the classroom, if the student violates any the above class procedures

Plagiarism: Defined as the use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, projects/papers submitted for another course (either intentional or unintentional), is guilty of plagiarism (*please refer to the DAT Program Plagiarism Policy in the Student Handbook*).

COURSE SCHEDULE (SUBJECT TO MODIFICATION)

The course progression will tentatively follow the schedule below:

Date	Topics	Assignments
August 30	Course Expectations – Syllabus Review and Canvas Resources Discussion: Overview of Medical Examination Techniques and Review Principles of Pharmacology	Participation Questions due 11:59pm Clinical Pharmacology Review (due September 6 at 11:59pm)
September 5	LABOR DAY HOLIDAY – NO CLASS	
September 12	Discussion: Respiratory System and Cardiovascular System: Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm Quiz #1: Respiratory and Cardiac Conditions due September 19
September 19	Lab Experience: Respiratory and Cardiac Systems; Patient Case Management Review (Auscultations, EKG)	Participation Questions due 11:59pm Exam Review Worksheet due September 24 at 11:59pm
September 26	E-Learning Exam I	
October 3	Gastrointestinal System Discussion: Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm
October 10	Genitourinary System Discussion: Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Quiz #2: GI and Genitourinary due 11:59pm October 16
October 17	Eyes, Ears, Nose, and Throat Discussion with Lab: Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm Quiz #3: EENT due 11:59pm October 23
October 24	Discussion: Breathing Assessment and VCD Therapeutic Intervention	
October 31	E-Learning II	Exam Review Worksheet due October 29 at 11:59pm
November 9*	Systemic Disorders Discussion and Infectious and Communicable Disease (includes Dermatology): Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm
November 14	Psychological Well Being and Patient – Centered Care Discussion: Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm Quiz #4: Systemic Disorders and Infectious Disease due 11:59pm November 20

November 21	E-Learning Exam III	Exam Review Worksheet due November 19 at 11:59pm
November 28	Practical Exam Review	
December 5	Practical Exam	Reminder: Please complete the course evaluation https://ufl.bluera.com/ufl/

GRADING CRITERIA

Letter Grade	Grade Points	Percentage		
A	4.00	92 - 100	Examinations (4)	60%
A-	3.67	89 - 91	Assignments (10)	35%
B+	3.33	87 - 88	Quizzes (5)	3%
B	3.00	82 - 86	Participation (12)	2%
B-	2.67	79 - 81	TOTAL GRADE	100%
C+	2.33	77 - 78		
C	2.00	72 - 76		
C-	1.67	69 - 71		
D+	1.33	67 - 68		
D	1.00	62 - 66		
D-	0.67	60 - 61		
E	0.00	Below 60		

COLLEGE/UNIVERSITY-WIDE POLICIES

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Students will exhibit behavior consistent with this commitment to the UF academic community. Academic misconduct appears in a variety of forms (including plagiarism) and may be punishable in a variety of ways, from failing the assignment and/or the entire course to academic probation, suspension, or expulsion. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Faculty will not tolerate violations of the Honor Code at the University of Florida and will report incidents to the Dean of Students Office for consideration of disciplinary action. The Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have questions about what constitutes academic misconduct before handing in an assignment, see your instructor.

Academic Assistance and Student Services: Students who are in need of academic, career, or personal counseling services are encouraged to see the academic assistance website for further information on available services. <http://www.ufadvising.ufl.edu/>

Accommodating Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Campus Resources: U Matter, We Care: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu; a nighttime and weekend crisis counselor is available by phone at 352.392.1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

University Police Department: 392.1111 or 9-1-1 for emergencies <http://www.police.ufl.edu/>

Counseling and Wellness Center: <https://counseling.ufl.edu/> 352.392.1575; *Sexual Assault Recovery Services (SARS)* Student Health Care Center, 352.392.1161.

Career Resource Center: Reitz Union, 352.392.1601, <http://www.crc.ufl.edu/>

Cell Phone/Text Messaging Policy: Students will not engage in text messaging or access their cellular telephones during class time. Faculty will award special considerations at his/her discretion.

Confidentiality: The University ensures the confidentiality of student educational records in accordance with State University System rules, state statutes and FERPA, the Family Educational Rights and Privacy Act of 1974, as amended, also known as the Buckley Amendment. <http://www.registrar.ufl.edu/catalog/policies/regulationconfidentiality.html>

Course Grading Policy: Students will earn their course grade based on completion of coursework as outlined in the Grading Criteria listed above. Percentage calculations are rounded up at “.6 or above” and rounded down at “.5 or below”. For more information regarding Grade Point Averages, Grade Values, etc. please visit the University registrar website <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Thank you for serving as a partner in this important effort. Students should provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Email and E-Learning Policy: Students are required to check their University of Florida email and E-Learning Course account daily. Dissemination of reminders and course material may occur via email or

through announcements in E-Learning; it is the student's responsibility to read and respond (if appropriate). *E-learning Help Desk:* <http://elearning.ufl.edu/> *Technical support:* 352.392.4357 (select option 2) or e-mail to Learning-support@ufl.edu

E-Learning Identity and Preferences: It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official University of Florida roster, please let me know as soon as possible. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your University of Florida official roster name. I welcome you to the class and look forward to a rewarding learning adventure together.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the University of Florida Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official University of Florida records.

Inclusion, Diversity, Equity, and Accessibility (IDEA) Information

The Athletic Training Program supports an inclusive learning environment and promotes diversity of thoughts, perspectives, and experiences. We value critical reasoning, evidence-based arguments, and self-reflection to support the growth of each student. Please refer to the Doctor of Athletic Training Program Policies and Procedures Manual (Canvas) for the Non-Discrimination, Equity, and Diversity Policy. For suggestions or concerns related to IDEA, please reach out to any of the following:

- Dr. Linda Nguyen, APK IDEA Liaison, linda.nguyen@hhp.ufl.edu
- Dr. Rachael Seidler, APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

Last Day to Withdraw: In order to withdraw from a course it is not sufficient simply to stop attending class or to inform the instructor of your intention to withdraw. In accordance with college policy, contact your adviser to begin the withdrawal process. To view the last day for withdrawal please visit <http://www.registrar.ufl.edu/catalog/adhub.html>

Library Resources Support: <http://cms.uflib.ufl.edu/ask>

Privacy: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Student Responsibility for Course Prerequisites: Students are responsible to have satisfied all published prerequisites for this class. Please review the prerequisites and discuss any questions with your instructor and/or your academic advisor.

Student Complaints Process: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Teaching Center: General study skills and tutoring <http://teachingcenter.ufl.edu/> Broward Hall, 352.392.2010 or 352.392.6420.

Writing Studio: Formatting and writing papers assistance <http://writing.ufl.edu/writing-studio/>

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