



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: 18 August 2022**

COURSE INFORMATION

ATR 7818c, Section 21159: Advanced Clinical Experience I (3 credits)
 August 24, 2022 – December 9, 2022
 Meeting Time: Mondays 11:45am – 12:35pm
 Meeting Location: Yon Hall II; experiential learning sites vary

INSTRUCTOR

Patricia M. Tripp, PhD, LAT, ATC, CSCS
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 Associate Director, Doctor of Athletic Training Program
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 Pronouns: she/her/hers
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COURSE DESCRIPTION

Allows Athletic Trainers to develop a specialized body of knowledge and skills through scholarly appraisal, seminar attendance, clinical experiences; designed to promote integration and synthesis of cognitive and psychomotor skills learned in previous semesters. One of a series of courses affording didactic and clinical integration of content within the specialty. *ATR 7108c Clinical Management in Athletic Training.*

LEARNING OUTCOMES

1. Develop mastery of advanced knowledge and skills appropriate to students' area of specialization
2. Incorporate evidence-based practice during clinical experiences and implement advanced practice skills within patient care
3. Examine, implement, and reflect on experiences and knowledge gained as a component of the specialization
4. Integrate appropriate communication and documentation techniques and maintain ethical and professional practice standards during patient care

REQUIRED TEXTS AND MATERIALS

Materials and Resources	Location
DAT Program P&P, textbooks, and supplemental resources associated with prior semesters and/or specific to selected area of concentration (Manual Therapy, Orthopedics, Sport Performance, Teaching & Leadership)	Canvas

COURSE REQUIREMENTS AND POLICIES

Teaching Strategies: The course consists of preceptor-guided clinical experiences and includes a knowledge retention assessment to quantify learning over time for content instructed within previous courses. Students may use materials and resources within the Canvas e-learning platform for ATR course(s) previously completed and their concentration area (Teaching & Leadership, Manual Therapy, Sport Performance, Orthopedics) to augment their learning experience.

Through clinical engagement, participation, reflection and an examination, students demonstrate mastery of Athletic Training concepts outlined in their concentration area module. A variety of criteria are used to assess student mastery, each outlined in the students' Concentration Area and defined by their Concentration Oversight Committee. Students display values in Athletic Training consistent with the Code of Ethics of the National Athletic Trainers' Association and the Board of Certification Standards of Professional Practice for athletic trainers. The criteria used to assess skills and objectives include the degree to which students conform to the aforementioned standards in assignments within their Concentration Area. Students show in word, written work, and action that they both understand the importance of these standards and can comply with their precepts.

Examination: The examination, administered in Canvas, includes approximately 150 – 250 questions with a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). 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 with 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.

Concentration Clinical Experience: Students complete clinical rotations (per selected area of concentration) under the direction of an AT Program clinical preceptor. Students must adhere to the Doctor of Athletic Training Program Academic Policies and Procedures regarding required clinical practice documentation (e.g., BOC, FLDOH, liability insurance, standing orders, ECC, Bloodborne Pathogens, HIPAA, and Confidentiality training certificates). Students must wear proper attire for clinical experience rotations (e.g., AT program collared shirt, khaki pants, belt, sneakers, and AT badge with UF ID showing current Flu Vaccination sticker). Preceptors will provide specific expectations during the initial meeting or orientation. Please review information within the Concentration Area Canvas course. Students complete a minimum of 120 and maximum of 140 hours during the semester as part of their assigned Module for their Concentration (see Concentration Area Canvas shell). Preceptors provide an evaluation of the student and identify successful completion of expected learning outcomes for the module/rotation, including student professionalism and clinical aptitude. Students submit assignments, complete clinical expectations, and gather e-Portfolio materials for the Module within the Concentration Area Canvas Course. The Concentration Oversight Committee Chair completes an evaluation of student success regarding Module requirements. The Evaluation identifies the degree of student success towards completion of clinical hours, experiences, assignments, and module learning outcomes. Points earned under the Concentration Clinical Experience include verification of clinical documentation, submission of preceptor evaluation(s), completion of minimum clinical hours, and Concentration Oversight Committee Chair evaluation (documenting successful completion of all assignments for the Module).

Volunteer Clinical Experiences (optional): To offer diversity in clinical practice and augment concentration area experiences, students may participate in volunteer experiences (outside of their assigned concentration and/or funded work experience) with approval from their

concentration oversight chairperson. Volunteer experiences may include (but are not limited to) 1) tournaments or multi-team events hosted by the University Athletic Association, Inc., Santa Fe College or Alachua County Public or Private High Schools (i.e., cross-country meet, indoor or outdoor track & field events, high school wrestling tournaments, Florida Relays, NCAA regional or national events, District or Regional high school events), 2) Professional Development Experiences (i.e., presenting or attending a professional conference or other educational experiences), 3) Research Study Participation (note: should have a multi-day commitment or a minimum of 4 hours) and 4) Local Area Community Relations Events or Other Faculty Approved Events. Academic faculty must approve all volunteer experiences prior to completion; please document volunteer experiences within weekly participation and/or reflection paper for the course.

Reflection Paper: Students complete a reflection paper evaluating the Concentration Area experience and successful completion of learning outcomes for the module. Format and Expectations: In 2-3 pages (typed, double-spaced, 10-12pt font), please address each Learning Outcome listed in your module and comment (in detail) on how you felt the rotation and associated assignments, hours and opportunities fulfill these learning objectives. Please format the paper with headings – **Introduction, Reflection, Conclusion, Clinical Application, and Feedback.** In the **Clinical Application** section, please discuss the component of the rotation, which made the biggest impact on your professional goals and/or career. Please use the learning outcomes provided within your concentration module to complete the reflection. Please use reference material where appropriate and cite specific examples from experiences, patient interactions, etc. to support your thoughts. Include a works citation page if necessary. For the **Feedback** component of the reflection process, please provide constructive feedback regarding the following questions (at minimum) –

1. What were the strengths of the experience? Please list specific examples as needed to support your comments.
2. What opportunities do you feel made the greatest impact on the experience and your application of the knowledge in the concentration module?
3. Do you feel the preceptor provided positive mentorship and appropriate level of challenge? Please provide specific examples to support your comments.
4. If you had the option to change anything or everything about the experience, please list and describe the areas you would address and why.

Scoring Rubric for Reflection Papers includes: 50% of point awarded for answering questions completely and with sufficient detail, 10% points possible awarded for format (e.g., word count, organized writing) and 40% points possible awarded for thoughts, opinions and clinical application highlighted within reflection. Each reflection paper is worth 50 points.

Attendance: 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>

Participation (14): Preceptor-guided hours, assignments and projects captured within the Concentration Area Canvas course provide opportunities for growth and inquiry. Course participation will be captured within Canvas and include discussion content shared with the instructor. As part of a weekly assignment, please provide at least two shared thoughts, comments, or experiential learning highlights from your concentration. The instructor will assign participation points (see dates in Syllabus for deadlines) using a 10-point scale and evaluate submissions using a rubric to capture the student's ability to define, describe and illustrate concepts and skills as part of the experiential learning process.

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 Plagiarism Policy in the DAT Program Academic Policy and Procedure Manual*).

COURSE SCHEDULE (SUBJECT TO MODIFICATION)

The course progression will tentatively follow the schedule below:

Date	Topics	Assignments
August 29*	Course Expectations and Concentration Module Information (Teaching & Leadership, Manual Therapy, Sport Performance and Orthopedics) Self-Evaluation (Qualtrics) due September 9 at 11:59pm	Orientation with Preceptor (Review Concentration Canvas Course Information)
September 5	LABOR DAY HOLIDAY – NO CLASS	Participation Week 1 due 11:59pm
September 12	Module Experience Hours and Assignments <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 2 due 11:59pm
September 19	Module Experience Hours and Assignments <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 3 due 11:59pm
September 26	Module Experience Hours and Assignments <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 4 due 11:59pm
October 3	Module Experience Hours and Assignments <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 5 due 11:59pm
October 10*	Module Experience Hours and Assignments <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 6 due 11:59pm Preceptor Evaluation (Qualtrics due October 15 at 11:59pm)

October 17	<p>Module Experience Hours and Assignments</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 7 due 11:59pm
October 24	<p>Module Experience Hours and Assignments</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 8 due 11:59pm
October 31	<p>Module Experience Hours and Assignments</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 9 due 11:59pm
November 7	<p>Module Experience Hours and Assignments</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 10 due 11:59pm
November 14	<p>Module Experience Hours and Assignments</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 11 due 11:59pm
November 21	<p>Module Experience Hours and Assignments</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence <p>e-Learning Examination available November 22 at 6am – November 28 at 11:59pm</p>	Participation Week 12 due 11:59pm Thanksgiving Break (November 23 – 25)
November 28*	<p>Module Experience Hours and Assignments</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Reflection Paper due in Canvas Assignments Wednesday, December 7 at 11:59pm
December 5	<p>Module Experience Hours and Assignments</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Ahlgren • Sport Performance (3) – Dr. Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Beca Maynor/Yolanda Lawrence 	Participation Week 13 due 11:59pm Preceptor Evaluation (Qualtrics due December 12 at 11:59pm)

GRADING CRITERIA

Letter Grade	Grade Points	Percentage
A	4.00	92 - 100
A-	3.67	89 - 91
B+	3.33	87 - 88
B	3.00	82 - 86
B-	2.67	79 - 81
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

Concentration Clinical Experience Examination	65%
Reflection Paper	15%
Participation (13)	10%
TOTAL GRADE	100%

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.ua.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.ua.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/>