



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

Spring 2021 Course Syllabus | Last Date Revised: 05 January 2021

COURSE INFORMATION

ATR 4512, Section 7863, Class Number 12124: Athletic Training Administration (3 credits)
 January 11, 2021 – April 21, 2021
 Meeting Time: Mondays 8:30am – 10:25am, Wednesdays 9:35am – 10:25am
 Meeting Location: FLG 245 (M)/FLG 250 (W)

INSTRUCTOR

Patricia M. Tripp, PhD, LAT, ATC, CSCS
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 Associate Director, Doctor of Athletic Training Program
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COURSE DESCRIPTION

This course offers an in-depth background of the standards, policies and practices of organization, supervision and administration of athletic training programs. *Pre-requisite ATR 4832 with a “C” or higher*

LEARNING OUTCOMES

1. Discuss and apply theories of management as they pertain to health care facilities; including design, inventory, purchasing, etc.
2. Discuss and implement the policies and procedures that govern the ethical and professional practice of certified athletic trainers
3. Recognize the importance of medical documentation from a legal/liability and insurance reimbursement perspective
4. Discuss concepts and importance of leadership and interpersonal communication for effective facility management

REQUIRED TEXTS AND MATERIALS

Textbook	ISBN	
Management Strategies in Athletic Training Authors: Jeffrey Konin and Richard Ray Publisher: Human Kinetics Year: 2018 Edition: 5 th	987-1-4925-3618-5	Required
Please view course fees at https://one.ufl.edu/soc/		

Teaching Strategies: Course material will be presented through discussions, online materials, and interactive session formats. 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 Athletic Training Program. Student participation is an essential 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 chapters and supplemental materials before class. Students will be afforded problem-based

learning experiences whereby they can apply theory to real-world situations (i.e., learn by doing). Students will complete various tasks and projects to ensure comprehension and application of concepts related to Athletic Training Administration. General topics and/or themes for the course include:

- Vision and Mission Statements
- Roles and Responsibilities
- Organizational Leadership
- Communication
- Conflict Resolution
- Human Resource Management (job description development, role delineation and professional responsibilities)
- Professional Development (state licensure requirements, continuing education and professional travel)
- Policy and Procedure Development, Implementation, and Review/Revision (medical coverage requirements, EAP, concussion, heat illness, etc.)
- Budgetary Issues, Inventory and Supply Considerations, Purchasing
- Third Party Reimbursement, Insurance and Billing Concerns for Athletic Training Services
- Space and Coverage Allocation (remodeling/renovation, new construction, new personnel, coverage needs)
- Organization of Seminars, Journal Clubs, In-Services and Community Involvement (National Athletic Training Month)
- Patient/Athlete Record Management (physicals/medical history questionnaires, injury reports, injury assessment documents, progress notes, etc.)
- Legal Issues and Confidentiality
- Ethical Decision Making

Examinations (2): Examination format includes Board of Certification prep style questions capturing content from posted resources, supplemental article, readings, textbooks or other materials related to Administration, Professional Development and Leadership; student should review relevant content on the NATA, NATA Foundation, SEATA, ATAF, BOC and CAATE website for additional information. 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.

As part of the CAATE requirements for completion of *Educational Competencies and Proficiencies*, **all students must pass (i.e., earn a "C" = 72% or higher) assessments of this material or complete remediation before moving on to the next course in the AT Program.** Students may complete up to two additional remediation opportunities, beyond the original assessment, to successfully pass a skill (practical exam) or content area (written/e-learning exam) within this course. Any student who cannot successfully complete the required CAATE competency and/or proficiency examinations after two remediation sessions will have their case reviewed by the AT Steering Committee. Students who require remediation two or more times throughout the semester on written and/or practical exams may also have their case reviewed by the AT Steering Committee. Please refer to the Athletic Training Program Handbook for additional information. The most recent version of the handbook is available within the Canvas e-learning course.

Through assignments, discussion, course engagement and examinations, 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. Through the semester-long development of a Policy and Procedure document, 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 Board of Certification Standards of Professional Practice for athletic trainers. The criteria used to assess skills and 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.

Assignments (28*): 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 (assignments noted with * are group assignments vs. individual submission; students within the group submit one document per group):

Professional Knowledge Skills Assignment: as a component of each Athletic Training Program course, students will complete CAATE required professional knowledge skills and document them within the student's professional skills book. Students will complete the skills throughout the semester as a component of the course (e.g., examinations, practical examination, lab experiences, assignments, etc.). Students are responsible for documenting the date within the book; each row should have one column completed (e.g., signed off with date by preceptor OR dates for faculty signature). All skills are due by the end of the semester. Students should ensure accuracy of date and column PRIOR to submitting the book for scoring. Students earn points for the assignment based on accuracy and completion of the content/skills required within the course as outlined in the professional skills book.

Human Resources Assignments (2): Assignments within the Human Resources area include creation of a Position Description with Job Specifications and Benefits Selection (using the UF Human Resources assistant – Alex) Reflection Paper. The Human Resources discussion and associated assignments will assist the student with comprehension, appraisal and application of skills related to hiring practices, retention and evaluation, benefits and employment expectations. Specific criteria and rubrics are listed below and further explained within the “staff meeting agenda and/or minutes”, within discussion components outlined in the course schedule and e-Learning assignments.

Position Description and Job Specifications: Using the examples posted on the NATA website (<https://www.nata.org/career-education/career-center/post-a-job/sample-job-descriptions>): students will create a position description with job specifications for their assigned group and role. A Letter of Offer document will be provided with additional details to assist with the assignment. Grading Rubric: Organization and Format 2 ½ points, Details and Content of Position Description and Job Specifications 7 ½ points; Total Points 10 points.

Benefits Selection Process and Critique Paper: Using the information posted on the University of Florida Human Resources myBenefits website <https://benefits.hr.ufl.edu/my-benefits/>, please

evaluate the Health and Retirement opens and make your selections using the MOCK Benefits Selection Form (see Canvas assignments). Please review the additional employee resources and information available to support the work experience and support offered through UFHR.

Guidelines and Expectations: Please complete a 1-page (minimum of 250 words) critique paper, highlighting key points/from the benefits selection process. Please format the paper with the following: Include your Name (first and last), UFID# 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). Please complete the assignment/reflection independently. Scoring Rubric: 85% of points possible awarded for thoughts, opinions, and relevant connection to covered topics, 10% points possible awarded for format (e.g., word count, organized writing) and 5% for including PDF Benefits selection form. Total Points 15 points.

Clinical Policy & Procedure and Risk Management Assignments (8*): Assignments within the Clinical Policy & Procedure and Risk Management area includes review and reflection of the Guiding Principles for an Athletic Training Policy & Procedure, Emergency Action Plan Critique, Medication Policy and Patient Education Materials, Pre-Participation Screening, development of a Drug Testing and Nutritional Supplements policy and procedure, development of a Concussion management plan (including policy, procedure, take home instructions and return to sport guidelines), and creation of a Psychological Well-Being plan (including defining psychological considerations, policy and procedure for identification, referral and management). The Clinical Policy & Procedure and Risk Management assignments will assist the student with comprehension, appraisal and application of skills related to facility and personnel management, risk mitigation and patient care. Specific criteria and rubrics are listed below and further explained within the “staff meeting agenda and/or minutes” and within discussion components outlined in the course schedule. For an Athletic Training facility to run efficiently, promote patient safety and provide appropriate care, there must be clearly defined policies and procedures and risk management plans in place. Groups will develop documents for the athletic training facility that both implement the intentions of the mission and vision statement and provide a set of working directions for aspects of the facility. Working in groups, students will complete projects with the support of discussion materials, supplemental readings and information provided by guest speakers.

Emergency Action Plan Critique: Each student will review the example Emergency Action Plans (3) posted in Canvas and using the guidelines/recommendations from the position/consensus statements on the NATA website www.nata.org (Emergency Action Planning, Catastrophic Injury Prevention) and BOC guiding principles for Athletic Training Policy & Procedures, please evaluate each plan for accuracy, compliance with recommendations and application/ease of use. Please provide a brief summary of your evaluation for each EAP (3). Please use headers to identify the EAP being evaluated and subheadings (if needed) to organize and address each critique. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Formatting and Organization 2 ½ points, critical appraisal and summary for three example EAP documents 7 ½ points; Total Points 10 points.

Medication Use and Facility Management Policy *: Each team will develop a policy for medication management (emergency, Rx and OTC) for the clinic. Students will review guidelines, supplemental information from the NATA Consensus Statement (Best Practice Recommendations for Managing Medications) to create policy and procedures regarding medications. Materials should include instructions for clinic storage, distribution and documentation; include travel policy (if appropriate). Include references on all documents as appropriate. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format and

Organization – Compliant with Statement Recommendations 5 points, Includes Required Content for emergency, Rx and OTC storage, distribution and documentation 10 points; Total Points 15 points.

Patient Education Materials on Over-the-Counter Medications*: To provide patient educational materials, each team will create an Infographic or Handout (patient centered/user friendly) for EACH (4) category; Pain Medicines (e.g., Tylenol, Aspirin, Aleve), Congestion/Cold/Cough Medicines, Allergy Medicine, and Gastrointestinal/Nausea Medicines. The document should highlight the Category, Trade Name, Generic Name, Uses and Potential Issues for Pain Medicines (e.g., Pain Reliever, Tylenol, Acetaminophen, Pain and Fever, Liver Issues). Grading Rubric: Formatting and Organization 2 ½ points, Relevant Content for each Category (Pain, Cold, Allergy, GI) 10 points, Patient-Centered and Ease of Use 2 ½ points; Total Points 15 points.

Psychological Well-Being Plan*: Students will review guidelines in the NATA Consensus Statements and supplemental materials to create policy and procedures regarding mental health care management. Materials should include instructions for identifying concerning issues (e.g., baseline assessment/screening tools) and follow-up testing or referral procedures. Each group will create a psychological services management team (delineate roles and responsibilities for each member), create a referral process/flow chart, general policy and procedure regarding identification, intervention and any return to participation considerations. Please include a patient instructions section, which could be provided to the patient if he/she has a concerning score on baseline/screening tools (e.g., FAQ, next steps, expectations, etc.). The information/patient education or other supplemental materials should include references on all documents as appropriate. If a group opts to use an already created form (e.g., GAD-7, PHQ, SF-12), please ensure all documents have appropriate citation. Including a watermark on the page “ATR 4512 use only” (15% opacity, 100% size across page on the diagonal) recommended. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format and Organization – Compliant with Statement Recommendations 5 points, Included Roles and Responsibilities for Management Team and Members 2 ½ points, Included Referral Process and Flow Chart 2 ½ points, Included general policy and procedure regarding identification, intervention and any return to participation considerations (relevant to site) 12 ½ points, Patient relevant information and resources (e.g., FAQ, Next Steps, etc.) 2 ½ points; Total Points 25 points.

Concussion Management Plan*: Students will review guidelines, supplemental information from the guest speaker and NATA Position Statement to create policy and procedures regarding concussion management. Materials should include instructions for baseline screening, diagnosis/clinical presentation, follow-up testing, referral and return to sport/participation. Please include a patient instructions section, which could be provided to the patient if he/she has a concussion (e.g., FAQ, next steps, expectations, etc.). The information/patient education or other supplemental materials should include references on all documents as appropriate. If a group opts to use an already created form (e.g., SCAT5, King-Devick), please ensure all documents have appropriate citation. Including a watermark on the page “ATR 4512 use only” (15% opacity, 100% size across page on the diagonal) recommended. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format, Organization, Clarity 2 ½ points, Included Policy and Procedures (including definition of concussion) with appropriate headings and subheadings (baseline testing, diagnosis, return to participation) 17 ½ points, Included patient education materials (take home instructions, FAQs, etc.) and classroom restrictions (as appropriate) 5 points, Total Points 25 points.

Drug Testing and Nutritional Supplements Policy and Procedure*: Students will review guidelines, supplemental information from the guest speaker and NATA Position Statement (Evaluation of Dietary Supplements for Performance Nutrition) to create policy and procedures regarding drug testing and include recommendations regarding supplements. Materials should include instructions for identifying concerning issues (e.g., mental health, energy availability) for follow-up testing or referral. Please include a patient instructions section, which could be provided to the patient if he/she has a positive test or other identified issues (e.g., FAQ, next steps, expectations, etc.). The information/patient education or other supplemental materials should be formatted with the clinic logo; include references on all documents as appropriate. If a group opts to use an already created form, please ensure all documents have permission to use and appropriate citation. Including a watermark on the page “ATR 4512 use only” (15% opacity, 100% size across page on the diagonal) recommended. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format and Organization – Compliant with Statement Recommendations 5 points, Included Expectations and Required Content for Testing, Outcomes, Consequences, etc. 10 points, Included Supplemental policies for Issues Requiring Referral (e.g., mental health, energy availability) 5 points, Patient relevant information and resources (e.g., FAQ, Next Steps, etc.) 5 points; Total Points 25 points.

Nutritional Education Materials*: Students will create an educational pamphlet/tri-fold/flier or packet to educate patients regarding safe consumption of supplements and nutritional recommendations/guidelines. Please include information relevant to hydration, vitamins and CHO-PRO-FATS for participation (relative to activity). Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Formatting, Design and Layout (includes logo) 5 points, Patient relevant information and resources; targeting adequate energy availability 10 points, Total Points 15 points.

Pre-Participation Screening Management Plan Assignment*: Using the NATA Statement on Disqualifying Conditions, students will create a Pre-Participation Screening Plan. Included within the plan: policy and procedures for pre-participation examination (e.g., dates, initial vs. returning forms, additional screenings, procedures and scoring criteria that warrants follow-up or referrals, etc.). Expected format includes summary information and a flow chart/description of screening policies and procedures for initial and returning patients incorporating the information and associated forms mentioned above. The documents should include references on all documents as appropriate. If a group opts to use an already created form (e.g., PPE screening, RED-S, etc.), please ensure all documents have appropriate citation. Including a watermark on the page “ATR 4512 use only” (15% opacity, 100% size across page on the diagonal) recommended. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format and Organization – Compliant with Position and/or Consensus Statements 5 points, Included Expectations and Required Content for PPE and Screening Forms 15 points, Included Supplemental Materials for Conditions/Issues Requiring Referral or Additional Testing 10 points, References and Resources for Patient Education/Instructions 5 points, Total Points 35 points.

Strategic Planning Assignment*: Each group will create a Strategic Plan summary document with a defined Vision and Mission Statement, a strategic plan summary identifying the key areas of focus for the group/organization and associated goals. Please see the example format provided in e-Learning. Grading Rubric: Format and Organization 2 ½ points, Vision Statement 2 ½ points, Mission Statement 2 ½ points, Strategic Summary Goals and Key Topics 7 ½ points; Total 15 points.

Facility Design and Budget Assignments (3*): Assignments within the Facility Design and Budget area include the creation of Facility Layout Diagram, evaluation of a clinical site using the BOC Best Practices Facility Evaluation and creation of an Inventory, Purchasing and Budget management plan. The Facility Design and Budget assignment components will assist the student with comprehension, appraisal and application of skills related to facility and supply/inventory management for optimal and safe patient care. Specific criteria and rubrics are listed below and further explained within the “staff meeting agenda and/or minutes” and within discussion components outlined in the course schedule.

Facility Design*: Each group will be given a set of parameters that they must follow, such as populations served, physical room dimensions, and a budget. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Students will prepare a room diagram outlining location of modalities, safety features (e.g., GFI outlets, lights, traffic flow, emergency exits) that meets the needs of the patient population. Facility Layout Diagram Grading Rubric: Layout compliant with patient care needs (flow, number of patients, layout of treatment tables, etc.) 10 points, Format, Organization and Design (scale, legend, metrics for size, etc.) 5 points; Total Points 15 points.

Facility Evaluation: Using the BOC Facility Principles document, students will evaluate their current clinical site. The checklist begins on page 3 of the document, which can be found (download PDF form) on the Board of Certification’s website at <http://www.bocalc.org/public-protection/standards-discipline/standards-discipline/facility-principles> For each item, indicate whether or not it has been met and write comments for each one. Review your final report with your preceptor, have him or her sign it, and then submit it by the due date in Canvas (see course schedule below for specific deadline). Students earn points for completion of required evaluation/comments using the evaluation form, preceptor review/signature and on time submission.

Inventory, Budget and Purchasing*: Each group will be assigned a facility to inventory (SF College OR Basketball Practice Facility) and provided a budget for purchasing supplies/equipment. The group will conduct a detailed inventory and using the provided budget will organize a purchase list for supplies/equipment. Expected format for the Inventory, Budget and Purchasing component of the assignment includes a table/spreadsheet using categories (e.g., wound/first aid/prevention, emergency management, therapeutic intervention, etc.) with item(s), unit price(s), quantity in inventory and estimated need to optimally provide care for respective site. Students should review bidding, quote requests, purchase order, requisition, invoicing, etc. processes (in textbook) as part of the assignment; however, please DO NOT CONTACT any vendors about items (use online catalogs for pricing or ask Dr. Tripp). Grading Rubric: Format and Organization, Details 5 points, Included Inventory Table (Expendable and Capital) using appropriate headings/organization 12 ½ points, Requests and appropriate justification requirements for Equipment purchase (capital, surplus, etc.) complete per guidelines 7 ½ points; Total Points 25 points.

Documentation and Electronic Medical Records Assignment*: Students will review guidelines, supplemental information from the guest speaker and NATA best practices for documentation information to create a documentation plan. Materials should include associated form(s) (e.g., treatment log/check-in, assessment form, referral form, progress note form, SOAP/continued care for documentation, etc.). Groups will evaluate and compare current Electronic Medical Record Systems (minimum of 3); considering the pros and cons (e.g., cost, ease of use, security features, accessibility for multi-person/site, etc.). Expected format includes a comparison table for the EMR, a summary justification for the adopted clinical site EMR and a clear flow chart/description of documentation

policies and procedures for injury/illness incorporating the associated forms (mentioned above). The documents should be formatted with the clinic logo; include references on all documents as appropriate. If a group opts to use an already created form, please ensure all documents have permission to use and appropriate citation. Including a watermark on the page “ATR 4512 use only” (15% opacity, 100% size across page on the diagonal) recommended. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format, Organization, Logo, Clarity 2 ½ points, Included comparison table with appropriate headings/organization and selection justification 2 ½ points, Included flow chart/description of documentation policies and procedures 2 ½ points, Documentation Form(s): treatment log/check-in, assessment form, referral form, progress note/SOAP note form, etc. 17 ½ points; Total Points 25 points.

Professional Development and Continuing Education Plan: Each student will review Continuing Education requirements (Board of Certification) for the current reporting cycle (due December 31, 2021). Please refer to your Letter of Offer for available Professional Development funds. Please review the resources for identifying practice knowledge gaps and the 7th edition of the Role Delineation. Please create a Continuing Education plan to comply with the current reporting cycle for BOC, State License, Additional Credential (e.g., CSCS/NSCA-CPT) as applicable to assigned role/position. Expected format: please list the name of the course, dates, breakdown of expenses, CEs awarded, and applied to which certification. Please complete a Travel Request Form (available in e-Learning) for each travel experience listed within the plan. Please see example format available in Canvas. Please visit the Athletic Trainer section of the BOC website for additional certification maintenance information <http://www.bocetc.org/athletic-trainers/maintain-certification/continuing-education/continuing-education>. Students planning to practice in Florida should review the Continuing Education requirements of licensed Athletic Trainers (<https://floridasathletictraining.gov/>) and include appropriate requirements; if you plan to practice outside of Florida, please review the Board of Athletic Training regulatory information for your practice location (<http://www.bocetc.org/athletic-trainers/state-regulation>) Grading Rubric: Organization and Format 2 ½ points, Continuing Education Plan Summary (meets BOC, FL license, etc.) 5 points, Travel Request Form(s) 2 ½ points; Total Points 10 points

Examination Review Worksheets (2): Students will complete review worksheets to assess recognition and application of learned material. Worksheets may contain fill in the blank, short answer, matching and rank order questions; students earn points for accuracy (per resources course resources such as textbooks, position statements, journal articles, etc.) of responses. Students may type or handwrite responses; please be sure all responses are clear, concise, and legible. Students may earn partial credit and points may be deducted for incomplete or illegible responses.

Reflection Papers (8): 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 10-25 points, depending on the length of the session/experience. 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). 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 include 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.

Attendance and Participation (17): Attendance is mandatory. Students must provide a written notification of an absence (i.e., email), preferably 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. A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. 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>

Critical-Thinking Questions and Participation (14): 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

Diversity and Inclusion Statement: 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. All Program faculty, students, staff, preceptors, and other affiliates must maintain a positive, welcoming, safe, and professional atmosphere in the classroom and during clinical experiences. The Athletic Training Program prohibits displays of negative or disrespectful behavior towards others, the use of derogatory or inappropriate terminology or any form of discrimination against an individual in compliance with University policies. University regulation expressly prohibits discrimination on the basis of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status. All students must comply with the [University Student Honor Code and Student Conduct Code](#). All Program faculty, staff and preceptors must comply with the [University Equal Opportunity and Affirmative Action policies](#).

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
- 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 AT Program Plagiarism Policy in the AT Program P&P Handbook*).

COURSE SCHEDULE (SUBJECT TO MODIFICATION)

The course progression will tentatively follow the schedule below:

Dates	Topics	Assignment
January 11	Course Expectations AT Program P&P (09October2019) Review BOC Candidate Information Staff Meeting: Communication Etiquette and Leadership Toolkit, Personnel Files and Professional Development, NATM & ATSC Agenda (RRO Cheat Sheet)	BOC Prep Information (PDF) Create Profile and Apply for Examination (see instructions): http://www.bocarc.org/candidates/steps-to-become-certified Folder: Personnel File and Professional Development (FLDOH application, Letters of Offer and Operational Protocols)
January 13	Discussion: Leadership Models and Leadership Tool Kit (See handouts in Files)	UF Benefits Information
January 18	<i>No Classes – Martin Luther King Day</i>	BOC Candidate Guide March/April 2021 - February 2022 (available on BOC website)
January 20	Discussion: Inclusion, Diversity, Equity, and Accessibility (IDEA)	Video Link (Youtube) Reflection Paper Due in Canvas 11:59pm January 22

	Discrimination, Safe Space Environment (patients and ATs) https://www.nata.org/professional-interests/inclusion/resources	LGBTQ+ Article 1 and Article 2; LGBTQ+ Healthcare Discrimination Infographic
January 25	Discussion: Human Resources (Hiring, Employment, Performance Evaluations, Retention, Benefits) Sample format – Professional Development Plan Sample Job Descriptions	Human Resources Assignments: Position Description/Job Specification, Benefits Selection, and Critique Paper Due in Canvas on January 30 at 11:59pm
January 27	Staff Meeting: Clinical Policy and Risk Mitigation (EAPs, Medication, PPEs, Drug Testing and Nutrition/Supplements) Agenda	Emergency Action Planning Statement; Preventing Catastrophic Injury Consensus Guiding Principles for AT P&P Assignment and Emergency Action Plan Critique Assignment Due in Canvas on February 3 at 11:59pm
February 1	Discussion: Clinical Policy – The Role of Consensus and Position Statements Guiding Principles for AT Policy and Procedure Development - Board of Certification, Inc.	Dislocation Position Statement, Critical Analysis Standard of Care Article, BOC Standards of Professional Practice and Responsibility, Strength of Recommendation Editorial, Example Summary of Physician Guidelines Inter-Association Consensus Statement on Management of Medication by Sports Medicine Team (1-2019); NATA Consensus Statement Managing Medication in AT Clinic (2009) Pre-Participation Screening Plan Due in Canvas on February 5 at 11:59pm
February 3	Discussion: Inter-professional healthcare Is Athletic Training a Profession? Historical Perspective of Athletic Training	Milestones for a Profession, Systematic Review IPE, NATA Fact Sheet (Links to an external site.) IPE in AT Commentary, Athletic Trainers, and IPE Short Report
February 8	Guest Speaker: Teamwork and Inter-professional Education Erik Black, PhD, Associate Director Interprofessional Education Health Science	Reflection Paper Due in Canvas 11:59pm February 9
February 10	Guest Speaker: Leadership, Communication, and Collaboration in Healthcare TBD	Medication Policy and Patient Education Materials Due in Canvas on February 10 at 11:59pm Reflection Paper Due in Canvas 11:59pm February 11

February 15	Guest Speaker: Drug Testing Stacey Higgins, MS, LAT, ATC, Associate Athletic Director – Sports Health	Reflection Paper Due in Canvas 11:59pm February 16
February 17	Staff Meeting: Psychological Well-Being Policy, Facility Design & Inventory, Documentation & EMR; BOC Facility Document and Strategic Planning (Vision, Mission SWOT) Agenda	Clinical Policy and Risk Management Assignments: Drug Testing and Nutritional Supplements Policy and Patient Handout Due in Canvas on February 21 at 11:59pm
February 22	Discussion: Strategic Planning (Vision, Mission, SWOT); Strategic Partners: NATA, NATA Foundation, BOC and CAATE	Example Strategic Plans (NATA, ATAF, NATAIC); UF Strategic Planning Leadership Overview Strategic Planning Assignment Due in Canvas March 1 at 11:59pm
February 24	Discussion: Journal Club – Mental Health and Psychological Considerations in Secondary Schools and Collegiate Athletics Supplemental Infographics: Bullying, Mental Health, Sleep, Stress, Suicide Awareness	Mental Health Toolkit - ICSM Clinical Policy and Risk Management Assignment: Psychological Well-Being Due in Canvas on March 7 at 11:59pm
March 1	e-Learning Exam I Concept Review and Worksheet (exam review worksheet due in Canvas on March 7 at 11:59pm)	National Athletic Training Month 2021 Theme: TBD Application Deadline: March 1 (5:00pm CT) <i>Candidate must complete Steps 1 & 2 (Forms AT101 & AT102)</i>
March 3	E-Learning Exam I (open 6am March 3 – March 5 at 11:59pm)	Registration Window for March/April BOC Exam February 26, 2021 (9am CT) - March 8, 2021 (5pm CT)
March 8	Guest Speaker: Concussions – Current Evidence for Diagnosis and Return to Sport James Clugston, MS, MD Discussion: Concussion Policy Development	Reflection Paper Due in Canvas 11:59pm March 9 NATA Blog – Concussion Biomarker Article 2-2018, AMSSM Position Statement Concussion 1-2019; King Devick Article 1 and Article 2; Concussion Factors and Adolescent Patients Article
March 10	Discussion: Risk Management and Legal Issues in Sports & Healthcare Sports Medicine Delivery Model and Legal Risk Article	Facility Design and Budget Assignments: Diagram, Inventory and Purchasing Due March 14 at 11:59pm in Canvas BOC Facility Evaluation Due March 14 at 11:59pm in Canvas
March 15	Discussion: Sports Medicine Legal Digest Issues (NATA Login Required) and NATA Liability Toolkit ; Clinical Case Scenarios	Policy and Procedure and Risk Management Assignments: Concussion Management Plan Due in Canvas on March 21 at 11:59pm

	<p>Standing Orders (example FL) and Professional Liability Insurance</p> <p>Schedule Date of BOC Examination: March 16, 2021 (or when scheduling email is received from Scantron) – April 8, 2021 (11:59pm ET)</p>	<p>Integrity in Practice (NATA Information (Links to an external site.)); AT Manifesto, NATA Code of Ethics; BOC Standards of Professional Practice, BOC Disciplinary Guidelines; NATA News 2-2019 Censures, Best Practices for Sports Medicine Management 2014; Moral Disengagement Article 1-2020</p>
March 17	<p>Discussion: Professional Responsibility (Ethics, Scope of Practice, Standard of Care) Professional Competence – Continuing Education</p>	<p>Certification Maintenance Guidelines Professional Development and Continuing Education Plan Assignment Due in Canvas on March 25 at 11:59pm</p>
March 22	<p>Guest Speaker (via Zoom): Erik Nason, MBA, MS, LAT, ATC, CSCS, NATA TPRI Regional Coordinator Districts 6 and 9 Advanced Documentation (i.e., Electronic Medical Records, 3rd Party Billing, Reimbursement and Coding for ATs Reflection Paper Due in Canvas 11:59pm March 23</p>	<p>March/April Examination Window: March 27, 2021 – April 10, 2021 (UF AT Students please schedule exam during April 4 – 10)</p>
March 24	<p>Discussion: Evidence Based Practice, Outcome Measures, Quality Improvement and Patient Care</p>	<p>Disablement Model Articles (2008, 2016) and BLOG post; Example Outcome Measures (Foot/Ankle, Knee, PF, Hip, Back, General SF-12)</p> <p>Documentation and Electronic Medical Record Assignments Due in Canvas on March 26 at 11:59pm</p>
March 29	<p>Guest Speaker (via Zoom): Value Model for Athletic Trainers Randy Cohen, MS, ATC, Director of Sports Medicine, University of Arizona</p>	<p>Crossword Review Worksheet (due March 30 at 11:59pm in Canvas)</p> <p>See resources in Files (Revenue Documents, Value Model Resources) Reflection Paper Due in Canvas 11:59pm March 30</p>
March 31	<p>E-Learning Exam II opens March 31 6am- 11:59pm April 2</p>	<p>e-Learning Exam II Concept Review</p>
April 5	<p><i>BOC Examination Week</i></p>	
April 7	<p><i>BOC Examination Week</i></p>	
April 12	<p>Guest Speaker: Clinical Reasoning and Decision Making, Practice Expectations as a Young Professional TBD</p>	<p>Best Practices in Documentation – NATA; SNAPPS, Clinical Reasoning Article, Excerpt from Geisler Article Reflection Paper due April 13 at 11:59pm</p>

April 14	<p>Guest Speaker: Cultural Considerations for Patient-Centered Care Cynthia Marra, MS, LAT, ATC, OTC Reflection Paper Due in Canvas 11:59pm April 15</p>	<p>NATA International Committee Infographics (Concussion, Heat and Mental Health) see subfolders in Patient Care Infographics; Medical Spanish Terms</p>
April 19	<p>Guest Speaker (via Zoom): Kenny Boyd, MS, LAT, ATC Senior Assoc. AD Student-Athlete Health and Wellness Baylor University Transition to Practice: Post-Professional Clinical Expectations Reflection Paper Due in Canvas 11:59pm April 20</p>	<p>ICSM Transition to Practice, Consensus Statement - Best Practices in Sports Medicine Administration, Socialization (new graduate) Part 1 and Part 2, Secondary School (new graduate), Perceptions Article, Orientation Article</p>
April 21	<p>Discussion: You're Credentialed – Now What? Engagement, Professional Responsibility and Advocacy BOC Exam results will be posted in BOC Central™ between April 24, 2021 and May 8, 2021</p>	<p>Experiential Learning Reflection Papers Due April 21 at 11:59pm in Canvas Please complete the course evaluation https://ufl.bluera.com/ufl/ Professional Knowledge Book Due April 21 (submit in FLG 100c by 12pm on April 23)</p>

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

Examinations (2)	25%
Assignments (28)	73%
Participation (17)	2%
TOTAL GRADE	100%

IMPORTANT NOTE: Students must earn a “C” or better in ATR 4512 to continue in the AT Program

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/>.

COVID-19 Safety Process and Student Accountability

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following University policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 [symptoms](#), please use the [quick reference guide](#) and the UF Health screening system, following instructions on whether you are able to attend class.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies.](#)

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) Resources

For suggestions or concerns related to IDEA, please reach out to any of the following:

- Dr. Leo Ferreira, APK IDEA Liaison, ferreira@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: 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/>