



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

Fall 2020 Course Syllabus | Last Date Revised: **27 August 2020**

COURSE INFORMATION

ATR 4832, Section 01A5, Class Number 11183: Athletic Training Clinical Experience III (4 credits)
 August 31, 2020 – December 9, 2020
 Meeting Time: Wednesdays 8:30am-9:20am
 Meeting Location: Remote Instruction via Zoom in Canvas and Yon Hall 11

INSTRUCTOR

Patricia M. Tripp, PhD, LAT, ATC, CSCS
 Clinical Associate Professor
 Associate Director, Doctor of Athletic Training Program
 Office Location: 160 FLG
 Office Phone: 352-294-1729
 Email: pmcginn@hhp.ufl.edu
 Pronouns: she/her/hers
 Office Hours: Mondays and Wednesdays 10:30am – 11:30am and by appointment, please email to confirm.

COURSE DESCRIPTION

Provides the student with the opportunity necessary to grow both clinically and professionally within the field of athletic training through attendance at seminars, and the integration and synthesis of cognitive and psychomotor skills learned in previous semesters. *Pre-requisite: "C" or better in ATR 4822.*

LEARNING OUTCOMES

1. Identify, describe, explain, and apply proper evidence-based injury assessment techniques for the trunk and lower extremity (e.g., posture, spine, pelvis, hip, knee, ankle, foot, etc.)
2. Identify, describe and explain normal and abnormal gait/running mechanics and apply proper management strategies for reducing dysfunction.
3. Recognize special circumstances for prevention, assessment, referral and management of injury/illness across the life span (e.g., pediatric, geriatric).
4. Design, apply and modify as appropriate, therapeutic exercise protocols for various phases of injury/illness.
5. Use baseline measures, pre-screening tools and scholarly evidence (i.e., normative data, position statements) to design treatment and referral plans for various injury/illness.
6. Employ effective communication and documentation techniques during injury assessment, treatment and reconditioning sessions.
7. Prepare a Clinical Case and/or Critically Appraised Topic project and presentation on an athletic training related topic
8. Recognize appropriate professional skills for graduate or professional employment and prepare necessary documents for post-professional applications (i.e., resume writing, interview skills, etc.).

REQUIRED TEXTS AND MATERIALS

Textbook	ISBN	
Ther Ex Notes: Clinical Pocket Guide Author: Kisner and Colby; Edition: 2 nd Year: 2018; Publisher: FA Davis	978-0-8036-5851-6	Required

Mobilization Notes: A Rehabilitation Specialists Pocket Guide Author: Wise Year: 2010; Publisher: FA Davis	978-0-8036-2096-4	Required
Athletic Training Professional Knowledge Assessments May come from the following additional textbooks:		
Evaluation of Orthopedic and Athletic Injuries Author: Chad Starkey and Sara Brown Year: 2015 Edition: 4 th Publisher: FA Davis	978-0-8036-3918-8	
Orthopedic and Athletic Injury Evaluation Handbook Author: Chad Starkey and Sara Brown Year: 2015 Edition: 3 rd Publisher: FA Davis	978-0-8036-3919-5	
Cram Session in Goniometry and Manual Muscle Testing: A Handbook for Students & Clinicians Author: Lynn Van Ost Year: 2013 Edition: 1 st Publisher: Slack, Inc.	978-1-6171-1620-9	
Rehabilitation Techniques for Sports Medicine and Athletic Training Author: William E. Prentice Year: 2015 Edition: 16 th Publisher: Slack, Inc.	978-1-6171-1931-6	
Trail Guide to the Body Author: Andrew Biel Year: 2014 Edition: Revised 5 th Edition Publisher: Books of Discovery	978-0-9829786-5-8	
Please view course fees at https://one.uf.edu/soc/		

COURSE REQUIREMENTS AND POLICIES

Teaching Strategies: Course material will be presented through discussions, online materials, and interactive lab/practical 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 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 chapters and supplemental materials before class. Students will be afforded applied learning experiences and complete various skills and assignments to ensure comprehension and application of concepts related to Athletic Training.

Examinations (2) and Practical Examinations (2): 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 and review the [Student Examination Prep Information for Honorlock](#). 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 examinations** will assess clinical decision making for lower extremity injury and therapeutic intervention. Students will complete

three assessment scenarios (10 minutes each scenario) per practical examination. Practical examinations are scored on clinical decisions; scores will reflect performance on the evaluation of history, physical examination and include general attributes: communication, professionalism and patient education. Students will earn points based on accuracy of the History and Physical Examination, Diagnosis and Initial Management for each case, including patient education (e.g., inform patient course of treatment/expectations, etc.) (25 points each). Each Practical Examination will have a maximum score of 75 points.

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.

Assignments (18): 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:

Clinical Experience Assignment (6): Clinical experience hours and all associated documentation (i.e., midterm evaluations, final evaluations, clinical preceptor evaluations, etc.) are required components of this course. Students will complete clinical hours under the direction of an AT Program Preceptor. Please note – clinical experiences may begin or end outside of the traditional academic calendar (e.g., preseason, postseason); each clinical site supervisor will clarify expectations. If preseason or postseason is an expectation of the site, then it is considered a required component of the clinical experience. Clinical experience hours and all associated documentation (i.e., midterm evaluations, final evaluations, clinical preceptor evaluations, etc.) are required components of this course. Emergency Cardiac Care, First Aid, Bloodborne Pathogens, HIPAA, and other program requirements must be current and on file to complete any clinical experience. Students must wear proper attire (e.g., AT program collared shirt, khaki pants, belt, sneakers, AT badge with UF ID showing current Flu Vaccination sticker) as outlined by AT program P&P Handbook and/or Preceptor expectations. Students are responsible for securing transportation and any related expenses associated with travel to and from clinical experiences. Students will earn points for 1. Submission of the Self-Evaluation (Qualtrics), 2. Submission of the Orientation, EAP and BBP Documentation Form (PDF via email), 3. Successful completion of required hours of clinical experience (per hours policy described in AT program P&P), 4. Submission of a preceptor/clinical site evaluation (Qualtrics) and 5. Positive evaluations (2) from the supervising preceptor (Qualtrics). Students will earn points based on timely submission of materials and/or earning an average of 4/5 or higher on the preceptor submitted evaluations.

Clinical Case/Critically Appraised Topic Project (3): The assignment provides students with applied clinical research/scholarly activity experience. Students will prepare a clinical case manuscript or

critically appraised topic manuscript and associated presentation. Students will complete three components of the project, which include: 1. Outline and Release Forms (as applicable), 2. Manuscript (formatted per guidelines and checked via Turn-it-in) and 3. PowerPoint presentation file. Sample documents provided in Canvas e-Learning. Students may select one of the following options for manuscript preparation. **Option #1 – Clinical Case Manuscript:** Please review the International Journal of Athletic Therapy and Training Guidelines for document preparation. Please note that all required components should be contained in a single word document file (.doc or .docx) for submission in Canvas E-Learning Assignments. Please review the sample manuscript and other supplemental materials (posted in Canvas) throughout the preparation to ensure complete and accurate materials. ****Prior to preparing the clinical case manuscript, the student must obtain the signed release documents (publication release and medical records release) from the student-athlete and the case must be completed/closed to be considered.* Forms are available in Canvas. **Option #2 – Critically Appraised Topic (CAT):** Please review the Journal of Sport Rehabilitation Guidelines for document preparation. Please note that all required components should be contained in a single word document file (.doc or .docx) for submission in Canvas E-Learning Assignments. Please review the form, sample manuscript and other supplemental materials throughout the preparation process to ensure complete and accurate materials. Students will prepare a PowerPoint file and conduct a 10-minute presentation on the Clinical Case or CAT project. Students should organize the slides in the same format as the manuscript so the content flows appropriately. Slides should include photos, tables, videos, animation, SmartArt, slide transitions, etc. to enhance the delivery of the material. On slide references should be used when appropriate and citations should use numeric superscripts corresponding to a reference slide at the conclusion (after the “Thank You”). Please see example ppt file in Canvas E-Learning. **Submission guidelines and expectations:** Please upload a presentation file (.ppt or .pptx) and manuscript file (.doc or .docx) in “assignments”. The manuscript will be reviewed via Turn-it-in and each student will have access to the report. It is important that submissions are done 24-48 hours prior to the “due date” to ensure the report is generated and any revisions may be completed; students have unlimited submissions until the assignment deadline. Any Turn-it-in report exceeding 15% or “green” zone will not be accepted and may be subject to plagiarism penalties (see policy below). There is not a size restriction on the ppt file upload, but please be sure to compress your images prior uploading the file (it will make the upload faster). **Rubric and Scoring:** Students earn points on the Outline (and Release Forms) for format (per provided example) and timely submission (15 points). Clinical Case (Option #1) Manuscript scoring will include 1. Format, Key Points, Writing Style (15 points), 2. Introduction of Topic, Purpose/Problem (include relevant supporting literature) (5 points), 3. Clinical Case Presentation (Relevant patient history, injury/illness examination, differential diagnosis, clinical plan of care (e.g., imaging, surgery, therapy, etc.) (30 points), 4. Discussion and Clinical Outcomes (Clearly defined CASE level (per guidelines), clear use of evidence to support future considerations and clinical recommendations (25 points). CAT (Option #2) Manuscript scoring will include 1. Format, JSR criteria and template, Writing Style (Follows sample publication format and requirements) (20 points), 2. Introduction, Relevant Literature Search, PICO table, Inclusion Criteria, and Flow Chart, Summary Table (Explanation and summary of evidence (Turnitin match percentage)) (40 points) 3. Clinical Practice, Patient Education and Future Research Recommendations (Clear use of evidence to support future considerations and clinical recommendations) (15 points). Students may earn up to 75 points for the manuscript (Clinical Case or CAT) component. Presentation scoring will include 1. Slide Show/Presentation (Style, Font Size, Animation, etc.) (10 points), 2. Content (Introduction, Case Report/Literature Summary and PICO, Clinical Take Home Points, etc.) (15 points), 3. Speaking Style and Time (Comfort Level, Volume, Pace, etc., range 10-12 minutes) (5 points) Additional Comments (Response to questions/discussion, revisions from initial feedback prior to presentation) (5 points). Students may earn up to 35 points for the presentation component.

Volunteer Experiences (3): To enhance the valuable clinical opportunities available to athletic training students at the University of Florida, each will complete a minimum of three volunteer experiences (outside of their assigned clinical experience) per semester. 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 at SEATA Athletic Training Student Symposium, attending ATAF, NATA 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 electronically using the current Volunteer Experience Form.

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.

Cover Letter, Resume, LOR and Interview Skills Assignment: To complete this assignment, students will prepare a professional resume, cover letter and draft a letter of recommendation for themselves using a faculty/preceptor perspective and provide a written response to common interview questions provided within the assignment. Students will complete individualized meetings with the instructor to review, discuss and revise the information (i.e., post-graduate planning meetings listed in course outline). Students earn points for on time submission of required materials; examples of recommended format provided in Canvas e-Learning.

Injury and Rehabilitation Documentation Log: This assignment is designed to afford students an opportunity to practice therapeutic intervention documentation and reflect on knowledge gained in the clinical setting. Expectations: Please select 3 injuries you've encountered in the AT clinic and prepare the following for each one: 1. Initial Assessment/Evaluation, 2. Therapeutic Intervention Sessions (minimum of 3), 3. Progress Assessment/Note, 4. Reflection (approximately ½ - 1 page) for each case. [You may want to consider the following during the reflection: your role, what you learned, what (if anything) you would do differently the next time you encounter this condition, the psychological impact on the patient, did the assessment and subsequent course follow an expected path or did it deviate, etc.]. As a reminder, you should be cautious with what you include so that you avoid potentially identifying the patient; do not provide "actual" demographics for any injury experience you select to document. The injuries may be something you saw/experienced during a volunteer experience, short-term rotation or during your regular clinical rotation this semester. Specific Format/Guidelines: Please format your paper using word (.doc or .docx), include margins that are no less than 1" on all sides and font size no less than 11pt. Please include subheadings and/or dividers to separate the required components for each documentation item within a case and a mechanism to separate the three cases used from one another. Please include your name and UFID in the header or footer, please include page numbers and/or section notations (as applicable) for all pages within the document/log. You may upload the document as a PDF or word file for submission; please see course outline for specific deadline. Scoring Rubric: Format, Organization, Clarity (5 points), Included Required Content (Assessment, Therapeutic Intervention, Progress Note, Reflection) for each (3) Conditions (30 points). Students may earn up to 35 points.

Rehabilitation Review Homework: Students will practice therapeutic progression for upper and lower extremity. The assignment affords students the opportunity to be creative with common exercise tools

in the clinic. Using the list of rehabilitation equipment below, please provide a list of serial activities which can be performed for upper (i.e., shoulder, elbow, wrist, hand, and fingers) and lower extremity injuries (i.e., spine, hip and pelvis, knee, ankle and foot); be specific and include images. For each piece of equipment below provide an upper extremity series example and a lower extremity series example. Please list the injury, target area of improvement and the appropriate Phase of Rehabilitation for which it can be used. Please include 3 exercises per series (i.e., basic, moderate, difficult). Students should review functional progression notes in Canvas e-Learning. Equipment List: Dynadisc or Airex Pad, Medicine Ball (5#), Theraband (Silver), Rocker Board or BAPS Board, 12" Step Box, 10# Cuff Weight, Trampoline (adjustable height). Additional Resources available in the clinic, which may be used to enhance or supplement the equipment list: Tape, Table, Sport Specific Implement (i.e., Tennis Racquet, Basketball, Football, Golf Club, etc.), T-wand, and Stretching Band. Please also include any special considerations for the skills if they are performed by Adolescent Athletes. Students should organize the assignment with images, resources/references (as appropriate); see provided example format within Canvas. Please upload the document as a PDF file to preserve formatting of table/images; remember to compress the image files before saving as a PDF. Scoring Rubric: Format, Organization, Clarity, Image Quality, Appropriate Progression/Phase (23 points), Included Required Content (Upper Extremity Series, Lower Extremity Series) for each (7) Items of Equipment (42 points). Students may earn up to 75 points.

Joint Mobilization Skill Sheet (associated with lab experience): The assignment will afford the student time to practice skills for joint mobilization, muscle energy and stretching skills. Questions within the worksheet facilitate the lab experience and reinforce knowledge of skills. Students earn points for accuracy of responses, practice of skills with lab partner and on time submission.

Lower Extremity Key Features Book: The intention of this assignment is to provide a useful resource for the student and assist with the pre-examination review of clinical signs, symptoms and common presentation of lower extremity injuries. Expectations: Using 5" x 8" Index Cards or ½ Page of Card Stock or similar, create a "Flip-Book" of Lower Extremity, Trunk/Spine, Gait and Posture injuries. Each "page" of the book should include: Picture/Image of Injury (if appropriate) Key Features (i.e., Relevant Signs or Symptoms, Observations, etc.), Relevant Clinical and Diagnostic Tests (i.e., Special Tests, Joint Play Assessments or Imaging which aids with diagnosis). Secure the Booklet with a Ring, String/Ribbon Tie, Coil Binding, etc. Students earn points for accuracy of information and on time submission.

Attendance and Participation (9): 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 (3): Laboratory experiences conducted throughout the semester may occur in Yon Hall or off-site (e.g., UAA sports health clinic, Harrell Building, 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). Note, worksheets or reflection papers associated with the lab experiences (if applicable) will be scored separately (as noted in Chapter Worksheets and Reflection Papers sections). 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 (6): 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
- The instructor reserves the right to ask any student to leave the classroom, if the student violates any the above class procedures

Disciplinary Action Forms Policy

Students who receive a written warning (e.g., Disciplinary Action Form) for violation of AT Program policies (see *AT Program P&P Handbook in Canvas*) are prohibited from applying for scholarships awarded by the University of Florida College of Health & Human Performance, University Athletic Association, State/District/National Athletic Training association/societies (e.g., ATAF, SEATA, NATA Foundation). A written warning will result in a ½ letter grade reduction in the corresponding clinical experience course for that timeframe (e.g. A to an A-; A- to B+, etc.). The half letter grade reduction will occur after all other grades are counted. If a written warning is received when classes are not in session (between semesters) the ½ letter grade reduction will be applied on the student's previous clinical course through

grade change. For example, a Junior Athletic Training student assigned to a UAA Basketball Preceptor who receives a written disciplinary warning over winter break will receive a ½ letter grade reduction in their Fall clinical course (ATR4812: AT Clinical Experience I). Written disciplinary warnings may be given by Athletic Training program Preceptors or Faculty. Disciplinary Action Forms will be retained within the AT Program Student File.

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:

Discussion and/or Lab sessions (unless indicated with an *****) will use Zoom for remote, synchronous delivery; an ***** indicates an in-person lab experience in Yon Hall II

Dates	Topics	Assignment
September 2	Course Introduction (Syllabus, Expectations, AT Program P&P, Review example resources for the Manuscript Project Assignment (Case Manuscript Resources, Critically Appraised Topic Manuscript Resources); Release Forms – Publication, Physician Consent Form, and UF Health HIPAA Release Form, Presentation Example	Professional Goals Evaluation Due 11:59pm September 4 in Qualtrics; Clinical Site Orientation/EAP and BBP Form Due via email to Dr. Tripp (or Dr. Brown) by 11:59pm Sept. 4 Library Resource List and Library Orientation – quiz due September 4 at 11:59pm) Resources: Surgical Observation Form, Specialty Experience Form and Volunteer Experience Form
September 9	Discussion: What Next? Preparing your Resume, Cover Letter, and Interview Skills for post-professional employment [Homework]	Review Example Cover Letters and Resumes and Additional Resources [Action Word List, Sample Chronological, Sample Functional, Interview Tips and presentation, How to ask for a Recommendation]
September 16	Discussion: Lower Extremity Assessment Review (Trunk, Pelvis/Hip, Thigh, Knee, Lower Leg, Ankle, Foot) and Evidence-Based Practice (Patient Values and Documentation) Cover Letter, Resume, LOR, and Interview Questions Due in Canvas 11:59pm Sept. 16	ATT Article on Diagnostic Accuracy, STARD checklist, Ankle Article, Knee Article 1 and Knee Article 2 EBP Review and Disablement Models - Article Part I, Article Part II, Understanding EBP - What is it? Ankle NATA Position Statement
September 23	* Lab Experience: Lower Extremity Assessment Review (Trunk, Pelvis/Hip, Thigh, Knee, Lower Leg, Ankle, Foot)	Hip Evaluation Review Article, Hip Strength Assessment, Athletic Pubalgia Case; Dohan Groin Pain Consensus, OA Consensus and Epidemiology of OA Article, PRISMA checklist, Groin Pain Review Article, Eponyms in Medicine [Post-Graduate Planning Meetings with Dr. Tripp]

September 30	*Lab Experience: Lower Extremity Assessment, Gait and Posture Review	PEDro checklist and RCT Balance Training and Gait - FAI, Systematic Review Ankle Instability and Gait; Stretching and Gait Article; NSCA Static Posture Article Clinical Case and/or Critical Appraisal Topic, Outline and Case Release Forms Due 11:59pm Sept. 30 in Canvas Pearls of Practice Article - UNIQUE
October 7	Discussion: Principles of Therapeutic Intervention (Phases of Rehab, Rehab Pyramid, Restoring Neuromuscular Control and Functional Progression Notes; Psychological Considerations for Return to Participation)	
October 14	*Practical Exam I Appointments (8:30am – 10:30am) E-Learning Exam I Lower Assessment, Posture and Gait – opens 6am on October 15 –11:59pm on October 16	½ Professional Knowledge Skill Check-offs Due Midterm Clinical AT Student Evaluation Due by 11:59pm, October 16 in Qualtrics (by Preceptor)
October 21	*Lab Experience: Joint Mobilizations, Muscle Energy and Stretching	Lower Extremity Key Features Book Due at 8:30am in class October 21
October 28	Discussion: Therapeutic Intervention Considerations for Spine, Hip, Knee, Foot and Ankle, Shoulder, Elbow, Wrist-Hand-Fingers	Documentation Assignment: Injury and Rehabilitation Log due 11:59pm October 30 in Canvas
November 4	Discussion: Pediatric/Adolescent Athletes (Pediatric Injuries, NSCA Position Statement Resistance Training – Youth, Osteopathic Treatment Considerations- Adolescent Rehabilitation) Core Assessment Article	Joint Mobilization Homework Due 8:30am October 23 in class Articles: Spine, Low Back Pain, Hip, Knee, Foot and Ankle, Shoulder, Elbow, Wrist-Hand-Fingers
November 11	No Classes – Veteran’s Day Holiday	Case Manuscripts and PPT Due in Canvas by 11:59pm November 1 (verify Turn-it-in Report)
November 18	*Practical Exam II Appointments (8:30am – 10:30am) E-Learning Exam II: Rehabilitation Concepts, Joint Mobilization (opens 6am November 20 – 11:59pm November 22)	Presentation Grading Rubric, Written Clinical Case Rubric, Written CAT Grading Rubric; Presentation Schedule
November 25	No Classes – Thanksgiving Holiday Break Case Presentations (5-8)	Rehabilitation Review Homework (example format) Due in Canvas by 11:59pm November 30
December 2	Clinical Case or CAT Presentations (1-4)	Please complete the course evaluation https://ufl.bluera.com/ufl/

December 9	Clinical Case or CAT Presentations (5-9)	Complete Clinical Preceptor Evaluation by 11:59pm, December 9 (AT student); Final Clinical AT Student Evaluation Due by 11:59pm, December 9 (from Preceptor) Volunteer Forms –due December 9 (via email); Professional Knowledge Book Due December 9
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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 (4)	50%
Assignments (18)	48%
Participation (9)	2%
TOTAL GRADE	100%

IMPORTANT NOTE: Students must earn a “C” or better in ATR 4832 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. *Please read the COVID-19 Safety and Cleaning Process for the Doctor of Athletic Training Program document provided in Canvas.*

- 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.](#)

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.

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.

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>

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/>