



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

Spring 2022 Course Syllabus | Last Date Revised: 01 January 2022

COURSE INFORMATION

ATR 7509, Section 29744: Leadership and Mentoring in AT Clinical Practice (3 credits)
January 5, 2022 – April 20, 2022
Meeting Time: Monday 8:30am – 11:30am
Meeting Location: FLG 235

INSTRUCTOR

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

COURSE DESCRIPTION

Provides Athletic Trainers with specific knowledge of learning theories, teachings methods, clinical transition to practice and the role of mentorship and professional engagement in athletic training. *Prerequisite: Admission into the Doctor of Athletic Training program.*

LEARNING OUTCOMES

1. Examine leadership and management concepts, including characteristics, strategies, and styles, which influence athletic training clinical practice
2. Appraise various methods of teaching, learning, and clinical mentorship employed by athletic trainers and/or healthcare providers.
3. Discuss employment trends influencing job satisfaction and retention within the profession (e.g., professional and personal goals, priorities, and career milestones)
4. Examine the influence of effective communication skills, quality teamwork, and positive inter-professional relationships on patient care outcomes
5. Identify and discuss the benefits of professional engagement, networking, and advocacy for athletic trainers

REQUIRED TEXTS AND MATERIALS

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

Resource materials (e.g., journal articles, profession specific consensus or position statements) will be available within the E-Learning course and/or provided by the instructor in soft or hard copy formats.

COURSE REQUIREMENTS AND POLICIES

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

expected to read the appropriate materials before class. Students will be afforded applied learning experiences and complete various skills and assignments to ensure comprehension and application of advanced concepts within Athletic Training.

Examinations (2): Examinations may 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 evaluate the comprehension and application of information from discussion and other supplemental resources provided. Students may not use resources when completing the examination. The examination is available during the defined examination window for a specified amount of time using Canvas and associated testing support services (if applicable). Please review the [‘Student Help FAQs’](#) on the e-Learning website for assistance with Canvas. Students may not access examinations after submission but will see the grade posted in the course gradebook.

Assignments: Assignments (if collected in hard copy) are due at the onset of class on the due date assigned; for electronic submissions, please submit the assignment prior to the designated deadline as posted in Canvas. Please type all assignments unless otherwise stated in the directions. To earn points for submitted assignments, please submit them by the assigned deadline. Late assignments will not receive points. To receive an excused absence for attendance, participation, and/or assignment, please notify me if you have a planned absence, which may delay submission of an assignment. Students are responsible for all materials missed because related to an absence. Students with an excused absence will be afforded make-up opportunities under the university guidelines.

Students will complete the following **Assignments** throughout the semester:

Reflection Papers (5): 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 depend on the length of the session/experience. General Guidelines and Expectations: Please complete a 1-page (minimum of 500 words) reflection paper highlighting key points/clinical application items relevant to the discussion (e.g., what did I gain?, how can I apply the information?). 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 (>500 words) in paragraphs with an organized flow to provide information relevant to the course. The document should be submitted as a word file (.doc or .docx) or PDF. Please complete the assignment/reflection independently. Reflection paper submissions are due by 11:59pm on the day after the guest speaker/discussion/lab experience (see course schedule for specific dates). Scoring Rubric for Reflection Papers: 50% of points possible awarded for attendance, 10% points possible awarded for format (e.g., word count, clarity, organized writing) and 40% points possible awarded for thoughts, opinions, and clinical relevance (e.g., analysis, interconnection, self-criticism) highlighted within reflection.

Leadership and Professional Responsibility Assignments – (6): Students will complete assignments within the areas of Human Resources, Facility Management, Continued Professional Development, Policies & Procedures, and Regulatory Issues to foster cognition, integration, and application of learned material. Specific guidelines and instructions, including formatting, submission deadlines, and grading rubrics will be available in Canvas. Assignments will align with learning outcomes for the course and specific content areas outlined within the course schedule.

Concept Review and/or Examination Review Assignments (2): Worksheets used to support discussion or simulated/scenario based learning offers students' the ability to reinforce knowledge and facilitate skill/content acquisition. Students earn points for accuracy of responses, practice of skills with lab partner (if applicable), and on time submission.

Attendance and Participation: 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. 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 (11): 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. Attending class, contributing during discussion, and sharing useful information will count 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 the exchange of information. **Prior to or immediately following the discussion, students will submit at least 2 questions or comments in Canvas, which highlight knowledge gained, connection made, and/or applied value from the topic/discussion.** The instructor will use the rubric in the table below to assign participation points using both in-class and submitted information related to discussion sessions (see dates within the course schedule listed as "discussion").

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

Student Conduct Policy:

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

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

COURSE SCHEDULE (SUBJECT TO MODIFICATION)

The course progression will tentatively follow the schedule below:

Date	Topics	Assignments
January 10	Course Expectations – Syllabus Review and Canvas Resources Discussion: Leadership and Professional Responsibility (Domain 5)	Participation due 11:59pm
January 17	No Classes – MLK, Jr. Observation Day	
January 24	Discussion: Leadership (Skills, Styles, Characteristics)	Participation due 11:59pm
January 31	Discussion: Diversity in Leadership (Women, BIPOC)	Participation due 11:59pm
February 7	Discussion: Mentorship (Roles, Value)	Participation due 11:59pm
February 14	Discussion: Communication (Respect, Core Values, Feedback)	Participation due 11:59pm
February 21	Discussion: Teaching & Learning (Styles, Adult Learning, Teaching Methods, Preceptor Roles and Responsibilities)	Participation due 11:59pm e-Learning Exam Review Worksheet (due 11:59pm February 25)
February 28	E-Learning Exam I Please bring laptop; Lock Down Browser enabled	
March 7	No Class – Spring Break	National Athletic Training Month

March 14	Guest Speaker: Teamwork in Healthcare Discussion: Quality Improvement in Athletic Training	Participation due 11:59pm Reflection Paper due March 15 at 11:59pm
March 21	Guest Speaker: Inter-professional Leadership Discussion: Collaborative Care in Athletic Training	Participation due 11:59pm Reflection Paper due March 22 at 11:59pm
March 28	Guest Speaker: Transition – Expectations for Career Milestones Discussion: Adapting to Change Successfully	Participation due 11:59pm Reflection Paper due March 29 at 11:59pm
April 6*	Guest Speaker: Emotional Intelligence Discussion: Emotional Intelligence and Patient Centered Care	Participation due 11:59pm Reflection Paper due April 5 at 11:59pm
April 11	Guest Speaker: Engagement, Professional Responsibility, and Advocacy Discussion: Creating the Change for Progress in Athletic Training	Participation due 11:59pm Reflection Paper due April 12 at 11:59pm e-Learning exam review worksheet due April 15 at 11:59pm
April 18	E-Learning Exam II Please bring laptop; Lock Down Browser enabled	Reminder: Please complete the course evaluation https://ufl.bluera.com/ufl/

GRADING CRITERIA

Letter Grade	Grade Points	Percentage		
A	4.00	92 – 100	Examinations (2)	50%
A-	3.67	89 – 91	Assignments (13)	45%
B+	3.33	87 – 88	Participation (11)	5%
B	3.00	82 – 86	TOTAL GRADE	100%
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		

COLLEGE/UNIVERSITY-WIDE POLICIES

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” Students will exhibit behavior consistent with this commitment to the UF academic community. Academic misconduct appears in a variety of forms (including plagiarism) and may be punishable in a variety of ways, from failing the assignment and/or the entire course to academic probation, suspension or expulsion. On all work submitted for credit by students at the university, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”** Furthermore, as part of your obligation to uphold the Honor Code, you should report

any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Faculty will not tolerate violations of the Honor Code at the University of Florida and will report incidents to the Dean of Students Office for consideration of disciplinary action. The Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have questions about what constitutes academic misconduct before handing in an assignment, see your instructor.

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

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

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

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

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

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

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

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

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

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu

under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Thank you for serving as a partner in this important effort. Students should provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Email and E-Learning Policy: Students are required to check their University of Florida email and E-Learning Course account daily. Dissemination of reminders and course material may occur via email or through announcements in E-Learning; it is the student's responsibility to read and respond (if appropriate). *E-learning Help Desk:* <http://elearning.ufl.edu/> *Technical support:* 352.392.4357 (select option 2) or e-mail to Learning-support@ufl.edu

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

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

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

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

- Dr. Rachael Seidler, APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

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

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

Privacy: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need

to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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

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

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

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