



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

Spring 2021 Course Syllabus | Last Date Revised: 12/4/2020

COURSE INFORMATION

ATR 6625: Athletic Training Research and Technology II (3 credits)
 Meeting Times: Thursday 7:25 AM - 10:25 AM
 Meeting Location: Yon Hall II, online

INSTRUCTOR

Dr. Brady L. Tripp, LAT, ATC
 Clinical Associate Professor
 Director, Graduate Athletic Training Program
 Office Location: 148 FLG
 Office Phone: 352-294-1725
 Email: trippb@ufl.edu
 Office Hours: Tuesdays 2:00-4:00 and by appointment.

COURSE DESCRIPTION

Advances the research experience for Athletic Trainers and fosters the integration of evidence-based clinical practice for improved patient outcomes. Students will improve professional writing skills and scholarship appraisal and produce a scholarly work (e.g., presentation, publication). Students will understand diagnostic imaging technologies in sports medicine.

REQUIRED TEXTS AND MATERIALS

Textbook	ISBN
Reading materials will be available on the class Canvas page or the instructor will provide soft or hard copies in person. Journal articles will be used frequently. Other articles will be available online and retrieved from various libraries.	

COURSE REQUIREMENTS AND POLICIES

Examinations: Written examinations will be administered via Canvas and will range in points from 75 – 300 and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). There will be NO make-up examinations unless exceptional conditions occur (as defined in the [University of Florida Catalog](#)). Prior permission from the professor is required. There will be a time limit for each written examination. Examinations will evaluate the understanding of material from lecture, text, and other supplemental material provided. Examinations may be administered via Canvas using lock-down browser or additional proctoring method. As a reminder, please be sure to have a secure internet access when taking examinations - do not use a Wi-Fi access, as this is not a stable and consistent option. For MAC users, Safari is not a compatible internet browser with Canvas - please use either Internet Explorer, Google Chrome or Firefox (version 10 or 12 - not version 11) when accessing the Canvas. If you have issues during an examination, please call the help desk 352-392-4357.

Quizzes: Quizzes will assess learning progress from lecture material and assigned readings. There will be a time limit for each quiz. Quizzes may be open on Canvas each class period after the professor has addressed all student questions. Quizzes will range from 1-25 points and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). For quizzes administered in Canvas, students may use notes if permitted by the professor. Please read each question carefully and select the best answer to each question. The quiz will assess your retention of reading and video

assignments. Students should employ examination best practices (stated above) for Canvas quizzes. There will be NO make-ups for missed quizzes (showing up late, etc.), unless exceptional conditions occur as defined in the [University of Florida Catalog](#).

Critical Appraisal Assignments: Assignments are to be submitted on e-Learning prior to the onset of class. **LATE ASSIGNMENTS ARE NOT ACCEPTED!** Students will search published literature for evidence addressing their research question. Students will create a narrated PowerPoint presentation detailing their critical appraisal of an appropriate study (i.e. the assigned research design).

Critical Appraisal Rubric:

Item	Points
Correct study design	8
Checklist items are interpreted and presented appropriately	50
PowerPoint quality	15
Video and narration quality	15
Video is within time restrictions (5 minutes for a single study; 8 minutes for SR or M-A)	8
A pdf of the article is included	4
Total	100

Systematic Review: All students prepare, perform and complete an original systematic review in the format suitable for formal submission to the journal of athletic training. Various options for topics of the paper will be discussed in class and must be approved by the instructor.

Case Study Paper Rubric:

Section/topic	PRISMA #	Checklist item	Reported on page #	Points
Title				
Title	1	Identify the report as a systematic review.		2
ABSTRACT				
Structured summary	2	Provide a structured summary including, as applicable: objective; data sources; study selection (participants, and interventions; study appraisal); data extraction, data synthesis (results; limitations; conclusions and implications of key findings); key words (that are not included in the title)		6
Introduction				
Rationale	3	Describe the rationale for the review in the context of what is already known.		4
Objectives	4	Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).		2
Methods				
Eligibility criteria	6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.		4
Information sources	7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched. Two databases should be employed (at the least).		4
Search	8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.		4
Study selection	9	State the process for selecting studies (i.e., screening, eligibility, included in systematic review)		4
Data collection process	10	Describe method of data extraction from reports (e.g., independently, in duplicate) and any processes for obtaining and confirming data from investigators.		2

Data items	11	List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.		2
Risk of bias in individual studies	12	Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis. E.g. QUADAS, PEDro and level of evidence.		2
Summary measures	13	State the principal summary measures (e.g., risk ratio, difference in means).		2
Risk of bias across studies	15	Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).		2
Results				
Study selection	17	Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.		4
Study characteristics	18	For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.		6
Risk of bias within studies	19	Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).		4
Results of individual studies	20	For all outcomes considered (benefits or harms), present, for each study: simple summary data for each intervention group		4
Synthesis of results	21	Present summary measures.		4
Risk of bias across studies	22	Present results of any assessment of risk of bias across studies (see Item 15).		2
Discussion				
Summary of evidence	24	Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., healthcare providers, users, and policy makers).		6
Limitations	25	Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).		4
Conclusions	26	Provide a general interpretation of the results in the context of other evidence, and		4

		implications for future research.		
Other				
Topic		Appropriate body of evidence is available supporting or refuting question		2
Format		Format is correct (follows all JAT submission guidelines: Introduction (no heading), Methods (appropriate subheadings), Results (appropriate subheadings), Discussion (appropriate subheadings); see JAT guidelines for style		6
References		Reference list is complete (comprehensive list of appropriate literature, both reviewed and cited); citations are employed when appropriate and in correct format		4
Quality of writing		See 'Writing Tips' for Content, Structure and Clarity, Tenses, Jargon, Passive Voice, Author Focus, Reporting Numbers,		10

Total 100

Presentation of Systematic Review: All students develop a presentation of their systematic review. There will be an additional 5 minutes for discussion and questions after each presentation. Students create a narrated PowerPoint presentation detailing each component of their systematic review. Presentations are to be submitted on e-Learning prior to the onset of class. **LATE ASSIGNMENTS ARE NOT ACCEPTED!**

Presentation of Systematic Review Rubric:

		Points
Introduction		
	Rationale	4
	Objectives	2
Methods		
	Eligibility criteria	2
	Information sources	2
	Search	5
	Study selection	2
	Data collection process	2
	Data items	2
	Risk of bias in individual studies	2
	Summary measures	2
	Risk of bias across studies	2
Results		
	Study selection	2
	Study characteristics	5
	Risk of bias within studies	2
	Results of individual studies	6
	Synthesis of results	2
	Risk of bias across studies	2
Discussion		
	Summary of evidence	6
	Limitations and topics of future research	2
	Conclusions	4
Other		
	Delivery quality	10
	Professional preparation (font size >20 pt., bullet & text are consistent, good contrast between text & background, liberal use of pictures, not too busy [4-second rule])	10
	Time of video was within 12-minutes	6
	Format (headings, subheadings, outline follows PRISMA)	6
	References are complete and used appropriately	4
	Quality of written text (active voice, proper grammar & spelling)	6
	Total	100

Attendance: All students are required to attend lectures (*please review the academic absence policy in the AT Program Policies and Procedures Manual*). Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies found in the [online catalog](#).

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

Critical-Thinking Questions and Participation: Each student, as part of his/her participation, is expected to ask questions. Insightful questions will be monitored during the year 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. The instructor will use the rubric in the table below to assign participation points during 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 pts	Refuses to engage in discussion or answer questions when asked Engaged in inappropriate behaviors (using cell phone, social media, visiting irrelevant websites) Not present

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*).

COURSE SCHEDULE (SUBJECT TO MODIFICATION)

The course progression will tentatively follow the schedule below:

Date	Class	Topic	Due
1-14	1	Introduction / Syllabus	Syllabus Quiz due by 9:15PM
1-21	2	2 nd -years: EBM Review, Critical Appraisal, Competitive Paper Guidelines <i>Questions on Dx Imaging: Radiography</i>	
1-28	3	2 nd -years: SR Topics <i>Questions on Dx Imaging: MR 1, 2, 3, 4, 5</i>	Paper Topics Critical Appraisal video-1 Present Elevator Test
2-4	4	<i>Questions on Stats in AT Research</i>	Critical Appraisal video-2
2-11	5	<i>Questions on QUADAS and PEDro Tools</i>	
2-18	6	Present SR Outline Review Developing Performing and Writing SRs and Grading and Peer-Review Sheets <i>Questions on Dx Imaging: Ultrasonography, Nuclear Medicine 1 Bone Scintigraphy, 2 SPECT, 3 PET</i>	SR Topic Outline, be prepared to present
2-25	7	TBD	Critical Appraisal video-3
3-4	8	Exam I	
3-11	9	<i>Exam Review PRN</i>	Draft#1 SR Paper
3-18	10	<i>Open / Peer-review / Feedback by Appt.</i>	Presentation Peer-Review
3-25	11	<i>Open / Peer-review / Feedback by Appt.</i>	Peer-review#1 of SR Paper Draft#2 SR Paper
4-1	12	Presentations	Final Presentation PowerPoint
4-2		(optional) <i>Concussion - Jay Clugston 8:00-11:00AM (location TBD)</i>	
4-8	13	Presentations	Peer-review#2 of SR Paper Draft#3 SR Paper
4-15	14	Exam II	Final SR Paper

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

Exams (2)	35%
Systematic Review (1)	25%
Presentation of Syst Rev (1)	12%
Critical Appraisals (2-3)	14%
Quizzes and Assignments (2-11)	10%
Critical-Thinking Questions and Participation (14)	4%
TOTAL	100%

COLLEGE/UNIVERSITY-WIDE POLICIES

Academic Honesty: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the 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.

ADA Policy: 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. 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

Counseling and Wellness Center: 352.392.1575; *Sexual Assault Recovery Services (SARS)* Student Health Care Center, 352.392.1161.

[Career Resource Center](#): Reitz Union, 352.392.1601

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 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](#).

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](#).

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 [here](#). 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 [here](#). Summaries of course evaluation results are available to students [here](#).

Covid-Related: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following 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 ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- 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 Canvas; it is the student's responsibility to read and respond (if appropriate). [E-learning Help Desk](#): Technical support: 352.392.4357 (select option 2) or e-mail to Learning-support@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** see [here](#).

[Library Resources Support](#)

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](#)

[Teaching Center](#): General study skills and tutoring; Broward Hall, 352.392.2010 or 352.392.6420.

[Writing Studio](#): Formatting and writing papers assistance