

Leadership & Mentoring in Athletic Training

ATR 7509 | 3 Credits | Spring 2023

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Course Info

INSTRUCTOR

Patricia M. Tripp, PhD, LAT, ATC CSCS
Clinical Associate Professor
Associate Director, Doctor of Athletic Training Program
Office Location: FLG 160
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Email: pmcginn@hhp.ufl.edu (preferred method of contact)
Pronouns: she/her/hers

OFFICE HOURS

Tuesdays and Thursdays 1:00pm – 2:00pm and by appointment; please email me to schedule

MEETING TIME/LOCATION

Mondays 8:30am – 11:30am (periods 2 – 4)
FLG 235

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 KNOWLEDGE AND SKILLS

Admission into the Doctor of Athletic Training program.

REQUIRED AND RECOMMENDED MATERIALS

Students must have access to a laptop or tablet with University of Florida secure wi-fi access. Resource materials for the course are available within Canvas or provided by the instructor.

COURSE FORMAT

The course consists of information sharing through discussion, lecture, and interactive/applied learning experiences for 3.0 contact hours per week. 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 success within the Doctor of Athletic Training Program. Student participation is an important component of this course. To maximize the opportunity for class discussion, students should read the appropriate materials before class. Students will complete applied learning experiences and various assignments to ensure comprehension and application of advanced concepts within Athletic Training.

COURSE LEARNING OBJECTIVES:

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

Course & University Policies

ATTENDANCE AND PARTICIPATION POLICY

Attendance is mandatory. Students must attend class to successfully reach the learning outcomes for the course. Please notify the instructor via email regarding absences at least 24 hours prior to the class. University [guidelines](#) will determine excused vs. unexcused for the absence.

PERSONAL 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 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

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](#) 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.

PLAGIARISM POLICY

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*).

PRIVACY

Our class sessions may be audio visually recorded for students in the class to reference 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.

EXAM AND ASSIGNMENT MAKE-UP POLICY

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](#) and follow the [DSO Care Team procedures](#) for documentation and submission of a request for make-up assignment. 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 in this course are consistent with university policies that can be found in the online [catalog](#).

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](#). 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.

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. Please review [guidance](#) on how to give feedback in a professional and respectful manner. 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 the GatorEvals [website](#). [Summaries](#) of course evaluation results are available.

Getting Help

HEALTH & WELLNESS

- [U Matter, We Care](#): If you or a friend is in distress, please contact 352.294.CARE(2273)
- [Counseling and Wellness Center](#), please contact 352.392.1575
- Sexual Assault Recovery Services (SARS) – [Student Health Care Center](#), 352.392.1161
- [University Police Department](#), 352.392.1111 (or 9.1.1. for emergencies)

ACADEMIC RESOURCES

- [E-learning Help Desk](#), Technical support: 352.392.4357 (select option 2) or [e-mail](#)
- [Career Connections Center](#), Reitz Union, 352.392.1601. Career assistance and counseling.
- [Library Support](#), various ways to receive assistance with using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 352.392.2010 or 352.392.6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 352.846.1138. Help brainstorming, formatting, and writing papers.
- [Student Complaints Process](#) (on-campus)

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

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

- Dr. Linda Nguyen, APK IDEA Liaison, linda.nguyen@hhp.ufl.edu
- Dr. Rachael Seidler, APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

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.

Grading

Students will earn their course grade based on completion of coursework as outlined below.

Item	Percentage
Examinations (2)	50%
Assignments (10)	45%
Participation (6)	5%
Total Grade	100%

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 (10)

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 (3): 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.

CRITICAL THINKING AND PARTICIPATION (6)

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

GRADING SCALE

Assignments (posted within Canvas) include rubrics, expectations for submission, and associated grading criteria. Students can see their progress within Canvas gradebook. Examinations and quizzes score upon submission; however, adjustments to score may occur after the instructor reviews question performance statistics. Within the Canvas gradebook, percent calculations round up at “.6 or above” and round down at “.5 or below”. For more information regarding Grade Point Averages, Grade Values and academic regulations related to grading, please visit the University [website](#)

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

Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- January 16: Martin Luther King, Jr. Day (Monday)
- March 11 – 18: Spring Break (Monday - Friday)
- April 27 – 28: Reading Days (Thursday – Friday)

WEEKLY SCHEDULE (subject to modification)

The course progression will tentatively follow the schedule below:

Week	Dates	Topics	Assignments
1	January 9	Course Expectations – Syllabus Review and Canvas Resources Discussion: Leadership and Professional Responsibility (Domain 5)	Participation due 11:59pm
2	January 16	No Classes – MLK, Jr. Observation Day	
3	January 23	Discussion: Leadership (Skills, Styles, Characteristics)	Participation due 11:59pm Leadership & Professional Responsibility Assignment due January 30 at 11:59pm
4	January 30	Discussion: Diversity in Leadership (Women, BIPOC)	Participation due 11:59pm Leadership & Professional Responsibility Assignment due February 6 at 11:59pm
5	February 6	Discussion: Mentorship (Roles, Value)	Participation due 11:59pm Leadership & Professional Responsibility Assignment due February 13 at 11:59pm
6	February 13	Discussion: Communication (Respect, Core Values, Feedback)	Participation due 11:59pm
7	February 20	Discussion: Teaching & Learning (Styles, Adult Learning, Teaching Methods, Preceptor Roles, and Responsibilities)	Participation due 11:59pm
8	February 27	e-Learning Exam Review activity	

9	March 6	e-Learning Exam I Please bring laptop (lock down browser enabled)	National Athletic Training Month
10	March 13	No Class – Spring Break	
11	March 20	Guest Speaker (8:30am – 10:30am): Teamwork in Healthcare Discussion: Quality Improvement in Athletic Training	Reflection Paper due March 21 at 11:59pm
12	March 27	Guest Speaker (8:30am – 10:00am): Inter-professional Leadership Discussion: Collaborative Care in Athletic Training	Reflection Paper due March 28 at 11:59pm
13	April 3	Guest Speaker (9:30am – 10:45am): Transition – Expectations for Career Milestones Discussion: Adapting to Change Successfully (Transition to Practice and WLB)	Reflection Paper due April 4 at 11:59pm
14	April 10	Guest Speaker (8:30am – 10:00am): Emotional Intelligence and Workplace Culture Discussion: Emotional Intelligence and Patient Centered Care	Reflection Paper due April 11 at 11:59pm
15	April 17	Guest Speaker (9:00am – 10:15am): Engagement, Professional Responsibility, and Advocacy Discussion: Creating the Change for Progress in Athletic Training e-Learning Exam Review activity	Reflection Paper due April 18 at 11:59pm
16	April 24	e-Learning Exam II Please bring laptop (lock down browser enabled)	Reminder: Please complete the course evaluation https://ufl.bluer.com/ufl/