

Advanced Clinical Experience I

ATR 7818c | 3 Credits | Fall 2024

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INSTRUCTOR

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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 11:45am – 12:35pm (period 5)
Yon Hall 11

COURSE DESCRIPTION

Allows Athletic Trainers to develop a specialized body of knowledge and skills through scholarly appraisal, seminar attendance, clinical experiences; designed to promote integration and synthesis of cognitive and psychomotor skills learned in previous semesters. One of a series of courses affording didactic and clinical integration of content within the specialty.

PREREQUISITE KNOWLEDGE AND SKILLS

ATR 7108c Clinical Management in Athletic Training.

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 weekly preceptor-guided clinical experiences and bi-monthly class and/or individual meetings scheduled with the instructor. Students complete a knowledge retention assessment to quantify learning over time for content instructed within previous ATR courses. Students may use materials and resources within the Canvas e-learning platform for ATR course(s) previously completed and their concentration area (Teaching & Leadership, Manual Therapy, Sport Performance, Orthopedics) to augment their learning experience.

Through clinical engagement, participation, reflection and an examination, students demonstrate mastery of Athletic Training concepts outlined in their concentration area module. A variety of criteria are used to assess student mastery, each outlined in the students' Concentration Area and defined by their Concentration Oversight Committee. Students display values in Athletic Training consistent with the Code of Ethics of the National Athletic Trainers' Association and the Board of Certification Standards of Professional Practice for athletic trainers. The criteria used to assess skills and objectives include the degree to which students conform to the aforementioned standards in assignments within their Concentration Area. Students show in word, written

work, and action that they both understand the importance of these standards and can comply with their precepts.

COURSE LEARNING OBJECTIVES:

1. **Develop** mastery of advanced knowledge and skills appropriate to students' area of specialization
2. **Incorporate** evidence-based practice during clinical experiences and **implement** advanced practice skills within patient care
3. **Examine, implement, and reflect** on experiences and knowledge gained as a component of the specialization
4. **Integrate** appropriate communication and documentation techniques and maintain ethical and professional practice standards during patient care

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

- Please conduct yourself in a respectful and responsible manner
- Please be on time for class
- Please turn off or silence your cell phones
- Please do not participate in actions that may disrupt the class
- Please stay home if you feel unwell and notify instructor via email
- The instructor reserves the right to ask any student to leave the classroom, if the student violates any the above classroom expectations.

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 Student Conduct and Conflict Resolution for consideration of disciplinary action. The [Student Honor Code and Conduct Code \(Regulation 4.040\)](#) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. If you have questions about what constitutes academic misconduct before handing in an assignment, see your instructor.

APPROPRIATE USE OF ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY POLICY

The UF Honor Code strictly prohibits [cheating](#). Within our course, *cheating* is the use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity's express consent or without proper attribution to the other person or Entity. Additionally, the use of any materials or resources through any medium, which the instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes *cheating*. In some instances, within this course, the use of AI tools will facilitate student development of skills and knowledge acquisition within the stated learning

objectives. However, in other components, the use of any AI enabled tool in this course substantially compromises the student's ability to achieve the stated learning objectives. Each assignment and assessment will include a statement clarifying acceptable AI use for that respective learning assessment. When students opt to leverage AI tools to augment their submitted products, they must appropriately cite the tool(s) utilized. Further, students are accountable under the scope of the UF Student Honor Code & Conduct Code for the content of all work they submit (including the portions generated in part or whole by an external Entity—inclusive of AI). Thus, students should engage in active editorial and underwriting efforts to ensure the totality of the work submitted reflects their intentions and ethical values.

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 & IN-CLASS RECORDING

Please notify the instructor before class if you plan to record a portion of a class session. University policy allows students to record video or audio of class lectures for only three purposes - (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. Students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Students may not publish information without the permission of the instructor.

To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. The University considers a recording or transcript of a recording published if it's posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under the [Student Honor Code and Conduct Code \(Regulation 4.040\)](#).

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. Please notify the instructor via email as soon as practicable regarding planned absences. Please review the University [policies](#) regarding excused and unexcused absences. The instructor will provide accommodations in alignment with university policies to support student success for excused absences. The student is responsible for all academic expectations missed because of an absence. 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 should 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 via email and Canvas announcement when the evaluation period opens. Students may access the evaluation 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 someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit the website to report a concern. A team member will reach out to the student in distress.
- [Counseling and Wellness Center](#): Visit the website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- [Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need or visit the website.
- [University Police Department](#): Visit the website or call 352-392-1111 (or 9-1-1 for emergencies).
- [UF Health Shands Emergency Room / Trauma Center](#): For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the website.
- [GatorWell Health Promotion Services](#): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the website or call 352-273-4450.

ACADEMIC RESOURCES

- [E-learning Help Desk](#), Technical support: 352.392.4357 or [e-mail](#)
- [Career Connections Center](#), Reitz Union Suite 1300, 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](#), 2215 Turlington Hall, 352.846.1138. Help brainstorming, formatting, and writing papers.
- [Student Complaints Process](#) (on-campus) Students should communicate first with the involved person(s), see the website for additional information on the appropriate reporting process.

DEPARTMENT OF APPLIED PHYSIOLOGY & KINESIOLOGY ADMINISTRATORS

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 additional information. For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu
- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hhp.ufl.edu
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

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

Evaluation Components	Percentage of Course Grade
Concentration Clinical Experience	65%
Examination (1)	15%
Reflection Video (1)	10%
Participation (13)	10%
Total Grade	100%

EXAMINATION (1)

Examination, administered in Canvas, includes approximately 150 – 250 questions with 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 ATR courses (e.g., learning over time). 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.

CONCENTRATION CLINICAL EXPERIENCE

Students complete clinical rotations (per selected area of concentration) under the direction of an AT Program clinical preceptor. Students must adhere to the Doctor of Athletic Training Program Academic Policies and Procedures regarding required clinical practice documentation (e.g., BOC, FLDOH, liability insurance, standing orders, ECC, Bloodborne Pathogens, HIPAA, and Confidentiality training certificates). Students must wear proper attire for clinical experience rotations (e.g., AT program collared shirt, khaki pants, belt, sneakers, and AT badge with UF ID showing current Flu Vaccination sticker). Preceptors will provide specific expectations during the initial meeting or orientation. Please review information within the Concentration Area Canvas course. Students complete a minimum of 120 and maximum of 140 hours during the semester as part of their assigned Module for their Concentration (see Concentration Area Canvas shell). Preceptors provide an evaluation of the student and identify successful completion of expected learning outcomes for the module/rotation, including student professionalism and clinical aptitude. Students submit assignments, complete clinical expectations, and gather e-Portfolio materials for the Module within the Concentration Area Canvas Course. The Concentration Oversight Committee Chair completes an evaluation of student success regarding Module requirements. The Evaluation identifies the degree of student success towards completion of clinical hours, experiences, assignments, and module learning outcomes. Points earned under the Concentration Clinical Experience include verification of clinical documentation, submission of preceptor evaluation(s), completion of minimum clinical hours, and Concentration Oversight Committee Chair evaluation (25 points professionalism, 25 points communication, and 50 points assignments completed within the module).

Volunteer Clinical Experiences (*optional*): To offer diversity in clinical practice and augment concentration area experiences, students may participate in volunteer experiences (outside of their assigned concentration and/or funded work experience) with approval from their concentration oversight chairperson. 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 or attending a professional conference 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 volunteer experiences within weekly participation and/or reflection paper for the course.

REFLECTION VIDEO (1)

Students complete a reflection video evaluating the Concentration Area experience and successful completion of learning outcomes for the module. **Format and Expectations:** In 5 – 7 minutes, please address each Learning Outcome listed in your module and comment (in detail) on how you felt the rotation and associated assignments, hours and opportunities fulfill these learning objectives. Please organize the video so it flows – **Introduction, Reflection, Conclusion, Clinical Application, and Feedback**. In the **Clinical Application** section, please discuss the component of the rotation(s), which made the biggest impact on your professional goals and/or career. Please use the learning outcomes provided within your concentration module to complete the reflection. Please use reference material where appropriate and cite specific examples from experiences, patient interactions, etc. to support your thoughts. Include a works citation page if necessary (supplemental document as part of the submission). For the **Feedback** component of the reflection process, please provide constructive feedback regarding the following questions (at minimum) –

1. What were the strengths of the experience? Please list specific examples as needed to support your comments.
2. What opportunities do you feel made the greatest impact on the experience and your application of the knowledge in the concentration module?
3. Do you feel the preceptor provided positive mentorship and appropriate level of challenge? Please provide specific examples to support your comments.
4. If you had the option to change anything or everything about the experience, please list and describe the areas you would address and why.

Scoring Rubric for Reflection Video includes: 50% of point awarded for answering questions completely and with sufficient detail, 10% points possible awarded for format (e.g., time, organization, flow) and 40% points possible awarded for thoughts, opinions and clinical application highlighted within reflection.

CRITICAL THINKING AND PARTICIPATION (13)

Preceptor-guided hours and assignments/projects captured within the Concentration Area Canvas course provide opportunities for growth and inquiry. Course participation, captured within Canvas, includes experiential learning content shared with the instructor. As part of a weekly assignment, students provide at least two shared thoughts, comments, or experiential learning highlights from their concentration. To earn points for submitted participation, please submit information by the assigned deadline. The instructor may accept late submissions. If accepted, the instructor will score the late submission using the appropriate rubric and then assign a late submission reduction (25% reduction if received ≤48 hours, 50% reduction if received 49 – 72 hours, 75% reduction if received 73 hours – 96 hours, and graded as a 0% if beyond 96 hours from submission deadline). The instructor will assign participation points (see dates in Syllabus for deadlines) using a 10-point scale rubric posted within Canvas (Excellent = 10 points, Good = 8 points, Reasonable = 6 points, Basic = 4 points, Bare Minimum = 2 points, and Unacceptable = 0 points). The scoring rubric captures the student’s ability to define, describe, and/or illustrate concepts and skills gained as part of the experiential learning process.

GRADING SCALE

Assignments (posted within Canvas) include rubrics, expectations for submission, and associated grading criteria. Students can see their progress within the 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

- August 22: First Day of Classes Fall Semester
- September 2: Labor Day Holiday (Monday)
- October 18 – 19: Homecoming Weekend (Friday – Saturday)
- November 11: Veteran’s Day (Monday)
- November 25 – 29: Thanksgiving Break (Monday – Friday)
- December 5 – 6: Reading Days (Thursday – Friday)

WEEKLY SCHEDULE (subject to modification)

The course progression will tentatively follow the schedule below:

Week	Dates	Topics	Assignments
1	August 26	Course Expectations and Concentration Module Information (Teaching & Leadership, Manual Therapy, Sport Performance and Orthopedics) Class: Meet in Yon Hall II	Review Concentration Module (Canvas), Meet with Preceptor Self-Evaluation (Qualtrics) and Orientation Verification (Canvas) due August 30 at 11:59pm
2	September 2	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy 	Participation Week 1 due 11:59pm
3	September 9	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy 	Participation Week 2 due 11:59pm
4	September 16	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy 	Participation Week 3 due 11:59pm
5	September 23	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy 	Participation Week 4 due 11:59pm
6	September 30	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy 	Participation Week 5 due 11:59pm
7	October 7	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy 	Participation Week 6 due 11:59pm MidSemester Evaluations (of Preceptor, from Preceptor) due in Canvas/Qualtrics October 13 at 11:59pm
8	October 14	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance 	Participation Week 7 due 11:59pm

		<ul style="list-style-type: none"> • Orthopedics • Manual Therapy Class Meeting (synchronous)	
9	October 21	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy 	Participation Week 8 due 11:59pm
10	October 28	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy 	Participation Week 9 due 11:59pm
11	November 4	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy 	Participation Week 10 due 11:59pm
12	November 11	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy 	Participation Week 11 due 11:59pm Veteran's Day Holiday – November 11 (No Classes)
13	November 18	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy Class Meeting (synchronous)	Participation Week 12 due 11:59pm eLearning Examination (Lock Down Browser enabled) opens November 18 at 6am – due November 22 at 11:59pm
14	November 25	Thanksgiving Holiday Week – No Classes	Reminder: course evaluation https://ufl.bluera.com/ufl/
15	December 2	Module Experience Clinical Rotations <ul style="list-style-type: none"> • Teaching & Leadership • Sport Performance • Orthopedics • Manual Therapy Reflection Video due in Canvas Assignments Wednesday, December 4 at 11:59pm	Participation Week 13 due 11:59pm End of Semester Evaluations (from Preceptor, of Preceptor/Site) due in Qualtrics/Canvas Assignments December 4 at 11:59pm