



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

Spring 2019 Course Syllabus | Last Date Revised: 01/06/2019

**COURSE INFORMATION**

ATR 4512, Section 7863, Class Number 12124: Athletic Training Administration (3 credits)  
 January 8, 2018 – April 25, 2018  
 Meeting Time: Mondays 8:30am – 10:25am, Wednesdays 9:35am – 10:25am  
 Meeting Location: FLG 235

**INSTRUCTOR**

Dr. Patricia M. Tripp, LAT, ATC, CSCS  
 Director & Clinical Associate Professor – Athletic Training Program  
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 Office Hours: By appointment, please email to confirm.

**COURSE DESCRIPTION**

This course offers an in-depth background of the standards, policies and practices of organization, supervision and administration of athletic training programs. *Pre-requisite ATR 4832 with a “C” or higher*

**LEARNING OUTCOMES**

1. Discuss and apply theories of management as they pertain to health care facilities; including design, inventory, purchasing, etc.
2. Discuss and implement the policies and procedures that govern the ethical and professional practice of certified athletic trainers
3. Recognize the importance of medical documentation from a legal/liability and insurance reimbursement perspective
4. Discuss concepts and importance of leadership and interpersonal communication for effective facility management

**REQUIRED TEXTS AND MATERIALS**

Textbook	ISBN	
Management Strategies in Athletic Training Authors: Jeffrey Konin and Richard Ray Publisher: Human Kinetics Year: 2018 Edition: 5 <sup>th</sup>	987-1-4925-3618-5	Required
Please view course fees at <a href="https://one.ufl.edu/soc/">https://one.ufl.edu/soc/</a>		

**Teaching Strategies:** Course material will be presented through in-person lectures, online materials and interactive lab/practical session formats. Canvas e-learning platform will provide students with content to supplement discussions, details regarding assignment expectations and grading criteria/rubrics and serve to assist the student with applicable resources for programmatic success within the Athletic Training Program.

Student participation is an important component of this course. To maximize the opportunity for class discussion, class lectures will be kept to a minimum. Students are expected to read the appropriate chapters and cases from the textbook before class. Students will be afforded problem-based learning

experiences whereby they can apply theory to real-world situations (i.e., learn by doing). Students will complete various tasks and projects to ensure comprehension and application of concepts related to Athletic Training Administration. General topics and/or themes for the course include:

- Vision and Mission Statements
- Roles and Responsibilities
- Organizational Leadership
- Communication
- Conflict Resolution
- Human Resource Management (job description development, role delineation and professional responsibilities)
- Professional Development (state licensure requirements, continuing education and professional travel)
- Policy and Procedure Development, Implementation, and Review/Revision (medical coverage requirements, EAP, concussion, heat illness, etc.)
- Budgetary Issues, Inventory and Supply Considerations, Purchasing
- Third Party Reimbursement, Insurance and Billing Concerns for Athletic Training Services
- Space and Coverage Allocation (remodeling/renovation, new construction, new personnel, coverage needs)
- Organization of Seminars, Journal Clubs, In-Services and Community Involvement (National Athletic Training Month)
- Patient/Athlete Record Management (physicals/medical history questionnaires, injury reports, injury assessment documents, progress notes, etc.)
- Legal Issues and Confidentiality
- Ethical Decision Making

**Examinations (2):** Examination format includes Board of Certification prep style questions capturing content from posted resources, supplemental article, readings, textbooks or other materials related to Administration, Professional Development and Leadership; student should review relevant content on the NATA, NATA Foundation, SEATA, ATAF, BOC and CAATE website for additional information. Examinations will range in points from 75 – 150 and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). There will be NO make-up examinations unless exceptional conditions occur (as defined in the University of Florida Catalog).

<https://catalog.ufl.edu/UGRD/> Prior permission from the professor is required. There will be a time limit for each examination. Examinations will evaluate the understanding of material from lecture, text, and other supplemental material provided. Examinations may be administered via e-learning using lock-down browser or additional proctoring method. Students should visit the website

<http://www.respondus.com/lockdown/information.pl?ID=364713981> (Links to an external site.) and download "Lock Down Browser" for either Windows or MAC. It may take 5-10 minutes to download so please complete the process prior to accessing an examination. 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 e-learning system. If you have issues during an examination, please call the help desk 352-392-4357. Students should complete examinations during Help Desk hours so you will have access to assistance if needed. If you have an issue during a quiz/examination, please email the instructor once you have submitted the examination. Access to examinations after submission is restricted, but you will see the grade and it will be posted in the course gradebook.

As part of the CAATE requirements for completion of *Educational Competencies and Proficiencies*, **all students must pass (i.e., earn a "C" = 72% or higher) assessments of this material or complete remediation before moving on to the next course in the AT Program.** Students may complete up to two additional remediation opportunities, beyond the original assessment, to successfully pass a skill (practical exam) or content area (written/e-learning exam) within this course. Any student who cannot successfully

complete the required CAATE competency and/or proficiency examinations after two remediation sessions will have their case reviewed by the AT Steering Committee. Students who require remediation two or more times throughout the semester on written and/or practical exams may also have their case reviewed by the AT Steering Committee. Please refer to the Athletic Training Program Handbook for additional information. The most recent version of the handbook is available within the Canvas e-learning course.

Through assignments, discussion, course engagement and examinations, students shall demonstrate mastery of health care management concepts. A variety of criteria will be used to assess student mastery, including appraisal of major case concepts, critique of hypothetical health care management scenarios, justification of decision making in health care administration, and recommendation of appropriate actions in both real and hypothetical situations. Through the semester-long development of a Policy and Procedure document, students will be required to predict the likely outcomes of health care administration actions and develop plans for delivery of health care services. Students shall display values in health care administration 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 objective will include the degree to which students conform to the aforementioned standards in both written work and oral argument. Students shall show in word, written work, and action that they both understand the importance of these standards and can comply with their precepts.

**Assignments (31):** Assignments are due at the onset of class on the date assigned to them or submitted prior to the designated deadline in e-learning. **Please type all assignments** unless otherwise stated in the directions. **LATE ASSIGNMENTS ARE NOT ACCEPTED!** If you will be traveling for a University sanctioned event and will miss an assignment due date, your assignment is due **before** you leave. You must notify me with an explanation for missing class, in writing (email or letter), to receive an excused absence for class. Students are responsible for all materials missed because of an absence.

Students will complete the following **Assignments** during the course (assignments noted with \* are group assignments vs. individual submission; students within the group submit one document per group):

**Professional Knowledge Skills Assignment:** as a component of each Athletic Training Program course, students will complete CAATE required professional knowledge skills and document them within the student's professional skills book. Students will complete the skills throughout the semester as a component of the course (e.g., examinations, practical examination, lab experiences, assignments, etc.). Students are responsible for documenting the date within the book; each row should have one column completed (e.g., signed off with date by preceptor OR dates for faculty signature). All skills are due by the end of the semester. Students should ensure accuracy of date and column **PRIOR** to submitting the book for scoring. Students earn points for the assignment based on accuracy and completion of the content/skills required within the course as outlined in the professional skills book.

**Human Resources Assignments (2):** Assignments within the Human Resources area include creation of a Personnel File and development of a Professional Development Plan. The Human Resources components will assist the student with comprehension, appraisal and application of skills related to hiring, employment, insurance and professional development. Specific criteria and rubrics are listed below and further explained within the "staff meeting agenda and/or minutes" and within discussion components outlined in the course schedule.

Personnel Files: Students will prepare the components of their personnel file, which includes

1. Position and Job Specifications/Description (examples available in e-Learning and NATA website)

2. Resume and References
3. Letter of Offer (example available in e-Learning)
4. Professional Development Funding \$1500 (includes memberships and CEs)
  - a. Develop Professional Development Plan:
    - i. Review Continuing Education Requirements (BOC website) for the current reporting cycle (due December 31, 2019) and the 7<sup>th</sup> edition of the Role Delineation
    - ii. Create CE plan to comply with current reporting cycle (need to meet NATA, state license, CSCS/NSCA-CPT, etc. requirements as applicable to position). List name of course, dates, breakdown of expenses, CEs awarded, and applied to which certification. Complete a Travel Request Form (available in e-Learning) for each travel experience listed within the plan. (example format available in Canvas). Please visit the Athletic Trainer section of the BOC website for additional Maintenance of Competence information <http://bocatc.org/athletic-trainers> Grading Rubric: Organization and Format 2 ½ points, Continuing Education Plan Summary (meets BOC, FL license, etc.) 5 points, Travel Request Form(s) 2 ½ points; Total Points 10 points
5. Standing Letter of Orders (example available in e-Learning)
6. New FL Licensure Initial Regulations Document (see website FLDOH <http://floridasathletictraining.gov/> and Canvas)
  - a. Students who have confirmed post-graduate placement may use the regulatory application for the state he/she plans to work in lieu of the FLDOH. Please check regulatory information on the BOC website <http://www.bocatc.org/athletic-trainers#state-regulation>
7. Create Mock Completion certificates for HIV/AIDs and Medical Errors (FLDOH application)
8. Create Completed Background Check Certificate (FLDOH application)
9. ECC Certification Certificate
10. Create Mock Certificates for relevant credentials (e.g., BOC/PT/CSCS)
11. Create Mock Certificate for Liability Insurance Coverage (1 million/5 million)
12. Complete Benefits Selection (using Alex) – Review HR website <http://hr.ufl.edu/benefits-rewards/my-benefits/> and submit the PDF details from the tutorial. PLEASE DO NOT enter your email address and remember to use the information from your Letter of Offer (e.g., salary, position, etc.). Since this is a MOCK experience you may need to select “Clinical Faculty – Medicine” as this may be the closest option to your job level.

Grading Rubric: Organization and Format 2 ½ points, Position Description and Job Specifications 5 points, Resume and References 2 ½ points, Letter of Offer (provided by Dr. Tripp) ½ point, Standing Letter of Orders (provided by Dr. Tripp) ½ point, Athletic Training License Packet (Florida) 5 points, Mock Certificates (HIV/AIDS and Medical Errors) and Mock Credential Documents 1 ½ points, Emergency Cardiac Care Certificate ½ point, Benefits Selection Form 2 points; Total Points 20 points.

**Policy and Procedure Document and Risk Management Assignments (7\*):** Assignments within the Policy and Procedure document and Risk Management area includes the creation of Vision and Mission Statements, development of Medical Conditions Management policies and procedures, creation of Emergency Action Plan(s), development of a Drug Testing policy and procedure, development of a Concussion management plan (including policy, procedure, take home instructions and return to sport guidelines), creation of a Psychological Well-Being plan (including defining psychological considerations, policy and procedure for identification, referral and management), and development of a

Medication Policy (includes supplements/herbal remedies, OTC and Rx medications). The Policy and Procedure Document and Risk Management components will assist the student with comprehension, appraisal and application of skills related to facility and personnel management, risk mitigation and patient care. Specific criteria and rubrics are listed below and further explained within the “staff meeting agenda and/or minutes” and within discussion components outlined in the course schedule. A final and complete version of the entire manual is due at the end of the semester.

For the facility to run efficiently, a policies and procedures manual and risk management plan are necessary. Groups will develop these documents for the athletic training facility that both implement the intentions of the mission and vision statement and provide a set of working directions for every aspect of the facility. This document should spell out the day-to-day function of the athletic training room or facility. This part of the assignment should be well researched. Please refer to chapter 4 of the text for more detail. Working in groups, students will complete components of the larger project (e.g., design an athletic training clinic, develop a risk management plan and policies and procedures manual for an athletic training health care facility according to the specifications provided by the instructor). Students will use the information below and the sample Table of Contents document provided in Canvas (see Files – Policy and Procedure Document). At minimum, students should prepare information for each topic listed on the Table of Contents document. Final Policy and Procedure Document Grading Rubric: students will receive a common group grade (unless reductions warranted on group evaluation form – see below) using the following criteria – included table of contents, on time submission, appropriate revisions to subcomponents submitted throughout the semester (e.g., concussion management plan, facility layout diagram, etc.), content, clarity, organization, accuracy of information, citations and group participation.

Group Evaluation Form: each student will complete the feedback and evaluation form (provided in Canvas) for each member of the team and consider the knowledge, engagement, attendance, communication and professionalism of group members throughout the completion of assignments. Students will receive points for adherence to deadlines and providing comments/scores for each member of the group. Students within the group who do not receive an average 4/5 or higher from their peers will have a reduction in scoring (of up to 10 points) on his/her Policy & Procedure Document Grade (see P&P Manual grading sheet provided in Canvas).

The following items must be addressed adequately in your Policy and Procedure Document:

1. Mission and vision statements
2. Student/Patient conduct
3. Personal and romantic relationships with athletes or patients
4. Organizational chart that shows who reports to whom
5. Employee conduct, including dress code, discipline, policy for being late to work or missing work, grounds for dismissal
6. Bereavement leave, sick leave, vacation and holiday leave, jury duty, long-term illness, Family Medical Leave Act (FMLA) implementation, Americans with Disability Act implementation, Wages and Fair Labor Standards Act (FLSA) workload expectations
7. Continuing education
8. Equal Opportunity and Discriminatory Practice Issues (hiring, promotion, patient care, LGBTQ+ considerations, etc.)
9. Worker's compensation
10. Sexual harassment
11. Medication Management in the Clinic
12. Personnel and Job descriptions (Standing Letters)

13. Employee evaluations (promotion, retention, evaluation period)
  14. Documentation and confidentiality procedures (files, patient records, etc.)
  15. Policy for drug testing
  16. Conflict of interest statement
  17. Pregnant athlete or patient policy
  18. Attendance at weekly and monthly staff meetings
  19. Weapons
  20. Preseason physical exams
  21. Appropriate Medical Coverage Assignments
  22. Return-to-play decisions
  23. Concussion protocol
  24. Social media policy
  25. Media relations (spokesperson and permission/forms)
  26. OSHA policies (personal protective equipment, exposure, cleaning expectations)
  27. Risk Mitigation Plan
  28. Signature and Authorization
- Other considerations that are critical for your facility to function well (See chapter 3 for other policies that might be warranted.)

Additional Guidelines for Specified Assignments:

Logo, Mission, Vision: Each team will create a Logo for the specified clinic, Vision Statement and Mission Statement that clearly outlines the functional intention of the clinic. Please include the staff (photo, name with credentials) and hierarchy of care/communication (Chart Format) with brief areas of expertise (e.g., Alberta Gator, MS, LAT, ATC, CSCS Director/Coordinator (listed at the top of the chart, areas of expertise: shoulder, spine and instrument assisted manual therapy). Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Logo Design and Creativity 5 points, Vision Statement 5 points, Mission Statement 5 points, Total Points 15 points.

Emergency Action Plan(s): Review guidelines in Emergency Action Planning statement (see Position/Consensus Statements in e-Learning and [www.nata.org](http://www.nata.org)) and develop an emergency action plan for the specific clinic and any off-site/conditioning locations. Document should include specific procedures and map to identify location of AED and EMS access point for facility/location. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Formatting, Design and Layout (includes logo) 5 points, Detailed Instructions, Facility Map(s) and Required Information (per Position Statement) 10 points, Total Points 15 points.

Medical Conditions Management Policies and Procedures: Define the medical condition and identify the management policy and procedure for care, referral, etc. (see Position/Consensus Statements in e-Learning and [www.nata.org](http://www.nata.org)). Expected Format: title, brief summary paragraph, policy on diagnosis and/or medical treatment and/or disqualification (as appropriate), procedure for referral/management and other relevant issues. Each section should be identified clearly and formatted so it is clear which content corresponds to the specific issue/condition. Note: some may be ½ page, others may be 3 pages. Please include “take home instructions” or “baseline” tools (as appropriate) within document.

- |                              |                            |
|------------------------------|----------------------------|
| 1. Asthma                    | 5. Exertional Heat Stroke  |
| 2. Brain Injury (Concussion) | 6. Exertional Hyponatremia |
| 3. Cervical Spine Injury     | 7. Exertional Sickling     |
| 4. Diabetes                  | 8. Lightning               |

- |   |  |
|---|--|
| 9. Cardiac Conditions                       | 12. Acute Skin Trauma                          |
| 10. Disordered Eating (Energy Availability) | 13. Bloodborne Pathogens                       |
| 11. Dental Injuries                         | 14. Medication (OTC, Supplements and Emergency |

Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading/Rubric Information: Format and Organization – compliant with Position or Consensus Statements 5 points, Included Details and Required Content for each (14) Medical Conditions 28 points, References and Appropriate Supplement Resources (as needed) for Conditions 2 points; Total Points 35 points.

Risk Management Plan: This section of your project should be well researched and documented with the appropriate references and examples of documents if applicable. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. The outline below provides a general list of mitigation information which should be included within the General Policy and Procedure Document.

1. Liability reduction (security, fire safety, key access, emergency exits, facility hazards)
2. Electrical and equipment safety (calibration, electrical safety checks, cleaning schedule)
3. CPR and FA training (staff, coaches, frequency, cost)
4. Emergency action plan (AED, lightning, fire, earthquake, life and limb threatening)
5. Hazardous chemicals: pool chemicals, cleaning agents, medications

Psychological Well-Being Plan: Students will review guidelines in the NATA Consensus Statements and supplemental materials to create policy and procedures regarding mental health care management. Materials should include instructions for identifying concerning issues (e.g., baseline assessment/screening tools) and follow-up testing or referral procedures. Each group will create a psychological services management team (delineate roles and responsibilities for each member), create a referral process/flow chart, general policy and procedure regarding identification, intervention and any return to participation considerations. Please include a patient instructions section, which could be provided to the patient if he/she has a concerning score on baseline/screening tools (e.g., FAQ, next steps, expectations, etc.). The information/patient education or other supplemental materials should be formatted with the clinic logo; include references on all documents as appropriate. If a group opts to use an already created form (e.g., GAD-7, PDQ, SF-12), please ensure all documents have permission to use and appropriate citation. Including a watermark on the page “ATR 4512 use only” (15% opacity, 100% size across page on the diagonal) recommended. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format and Organization – Compliant with Statement Recommendations 5 points, Included Roles and Responsibilities for Management Team and Members 2 ½ points, Included Referral Process and Flow Chart 2 ½ points, Included general policy and procedure regarding identification, intervention and any return to participation considerations (relevant to site) 12 ½ points, Patient relevant information and resources (e.g., FAQ, Next Steps, etc.) 2 ½ points; Total Points 25 points.

Concussion Management Plan: Students will review guidelines, supplemental information from the guest speaker and NATA Position Statement to create policy and procedures regarding concussion management. Materials should include instructions for baseline screening, diagnosis/clinical presentation, follow-up testing, referral and return to sport/participation. Please include a patient instructions section, which could be provided to the patient if he/she has a concussion (e.g., FAQ, next steps, expectations, etc.). The information/patient education or

other supplemental materials should be formatted with the clinic logo; include references on all documents as appropriate. If a group opts to use an already created form (e.g., SCAT5, King-Devick), please ensure all documents have permission to use and appropriate citation. Including a watermark on the page “ATR 4512 use only” (15% opacity, 100% size across page on the diagonal) recommended. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format, Organization, Clarity 2 ½ points, Included Policy and Procedures (including definition of concussion) with appropriate headings and subheadings (baseline testing, diagnosis, return to participation) 17 ½ points, Included patient education materials (take home instructions, FAQs, etc.) and classroom restrictions (as appropriate) 5 points, Total Points 25 points.

Drug Testing and Nutritional Supplements Policy and Procedure: Students will review guidelines, supplemental information from the guest speaker and NATA Position Statement (Evaluation of Dietary Supplements for Performance Nutrition) to create policy and procedures regarding drug testing and include recommendations regarding supplements. Materials should include instructions for identifying concerning issues (e.g., mental health, energy availability) for follow-up testing or referral. Please include a patient instructions section, which could be provided to the patient if he/she has a positive test or other identified issues (e.g., FAQ, next steps, expectations, etc.). The information/patient education or other supplemental materials should be formatted with the clinic logo; include references on all documents as appropriate. If a group opts to use an already created form, please ensure all documents have permission to use and appropriate citation. Including a watermark on the page “ATR 4512 use only” (15% opacity, 100% size across page on the diagonal) recommended. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format and Organization – Compliant with Statement Recommendations 5 points, Included Expectations and Required Content for Testing, Outcomes, Consequences, etc. 10 points, Included Supplemental policies for Issues Requiring Referral (e.g., mental health, energy availability) 5 points, Patient relevant information and resources (e.g., FAQ, Next Steps, etc.) 5 points; Total Points 25 points.

Nutritional Education Materials: Students will create an educational pamphlet/tri-fold/flier or packet to educate patients regarding safe consumption of supplements and nutritional recommendations/guidelines. Please include information relevant to hydration, vitamins and CHO-PRO-FATS for participation (relative to activity). Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Formatting, Design and Layout (includes logo) 5 points, Patient relevant information and resources; targeting adequate energy availability 10 points, Total Points 15 points.

**Pre-Participation Screening Management Plan Assignment\*:** Using the NATA Statement on Disqualifying Conditions, students will create a Pre-Participation Screening Plan. Included within the plan: policy and procedures for pre-participation examination (e.g., dates, initial vs. returning forms, additional screenings, procedures and scoring criteria that warrants follow-up or referrals, etc.). Expected format includes summary information and a flow chart/description of screening policies and procedures for initial and returning patients incorporating the information and associated forms mentioned above. The documents should be formatted with the clinic logo; include references on all documents as appropriate. If a group opts to use an already created form (e.g., PPE screening, RED-S, etc.), please ensure all documents have permission to use and appropriate citation. Including a watermark on the page “ATR 4512 use only” (15% opacity, 100% size across page on the diagonal) recommended. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format and Organization –



Compliant with Position and/or Consensus Statements 5 points, Included Expectations and Required Content for PPE and Screening Forms 15 points, Included Supplemental Materials for Conditions/Issues Requiring Referral or Additional Testing 10 points, References and Resources for Patient Education/Instructions 5 points, Total Points 35 points.

**Facility Design and Budget Assignments (3\*):** Assignments within the Facility Design and Budget area include the creation of Facility Layout Diagram, evaluation of a clinical site using the BOC Best Practices Facility Evaluation and creation of an Inventory, Purchasing and Budget management plan. The Facility Design and Budget assignment components will assist the student with comprehension, appraisal and application of skills related to facility and supply/inventory management for optimal and safe patient care. Specific criteria and rubrics are listed below and further explained within the “staff meeting agenda and/or minutes” and within discussion components outlined in the course schedule.

Each group will be given a set of parameters that they must follow, such as populations served, physical room dimensions, and a budget. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Students will prepare a room diagram outlining location of modalities, safety features (e.g., GFI outlets, lights, traffic flow, emergency exits) that meets the needs of the patient population. Facility Layout Diagram Grading Rubric: Layout compliant with patient care needs (flow, number of patients, layout of treatment tables, etc.) 10 points, Format, Organization and Design (scale, legend, metrics for size, etc.) 5 points; Total Points 15 points.

Using the BOC Facility Principles document, students will evaluate their current clinical site. The checklist begins on page 3 of the document, which can be found (download PDF form) on the Board of Certification’s website at [www.bocarc.org/public-protection/#facility-principles](http://www.bocarc.org/public-protection/#facility-principles). For each item, indicate whether or not it has been met and write comments for each one. Review your final report with your preceptor, have him or her sign it, and then submit it by the due date in Canvas (see course schedule below for specific deadline). Students earn points for completion of required evaluation/comments using the evaluation form, preceptor review/signature and on time submission.

Expected format for the Inventory, Budget and Purchasing component of the assignment includes a table/spreadsheet using categories (e.g., wound/first aid/prevention, emergency management, therapeutic intervention, etc.) with item(s), unit price(s), quantity in inventory and estimated need to optimally provide care for respective site. Students should review bidding, quote requests, purchase order, requisition, invoicing, etc. processes (in textbook) as part of the assignment; however, DO NOT CONTACT any vendors about items (use online catalogs for pricing or ask Dr. Tripp). Grading Rubric: Format, Organization, Details 5 points, Included Inventory Table (Expendable and Capital) using appropriate headings/organization 12 ½ points, Requests and appropriate justification requirements for Equipment purchase (capital, surplus, etc.) complete per guidelines 7 ½ points; Total Points 25 points.

**Documentation and Electronic Medical Records Assignment\*:** Students will review guidelines, supplemental information from the guest speaker and NATA best practices for documentation information to create a documentation plan. Materials should include associated form(s) (e.g., treatment log/check-in, assessment form, referral form, progress note form, SOAP/continued care for documentation, etc.). Groups will evaluate and compare current Electronic Medical Record Systems (minimum of 3); considering the pros and cons (e.g., cost, ease of use, security features, accessibility for multi-person/site, etc.). Expected format includes a comparison table for the EMR, a summary justification for the adopted clinical site EMR and a clear flow chart/description of documentation policies and procedures for injury/illness incorporating the associated forms (mentioned above). The

documents should be formatted with the clinic logo; include references on all documents as appropriate. If a group opts to use an already created form, please ensure all documents have permission to use and appropriate citation. Including a watermark on the page “ATR 4512 use only” (15% opacity, 100% size across page on the diagonal) recommended. Additional information will be included within “staff meeting agenda and/or minutes” and discussion as listed within the course schedule. Grading Rubric: Format, Organization, Logo, Clarity 2 ½ points, Included comparison table with appropriate headings/organization and selection justification 2 ½ points, Included flow chart/description of documentation policies and procedures 2 ½ points, Documentation Form(s): treatment log/check-in, assessment form, referral form, progress note/SOAP note form, etc. 17 ½ points; Total Points 25 points.

**Educational Materials Assignments (3\*):** Assignments within the Educational Materials area include the development of National Athletic Training Month (NATM) marketing and promotion plan with associated materials (e.g., lab experience, handouts, lab leaders, etc.), creation of patient-oriented infographics or handouts per theme of NATM (TBD) and participation in the Journal Club Discussion Session (see course schedule). The Educational Materials assignment components will assist the student with comprehension, appraisal and application of content related to professional advocacy and optimal patient care. Additional information will be provided within the “staff meeting agenda and/or minutes” and within discussion components outlined in the course schedule.

**Examination Review Worksheets (2):** The assignment will provide review questions (e.g., fill-in-the-blank) to aid with examination prep. Questions within the worksheet reinforce knowledge needed for the examination. Students earn points for accuracy of responses and on time submission.

**Reflection Papers (11):** 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 range from 10-25 points, depending on the length of the session/experience. Guidelines and Expectations: Please complete a 1-page (minimum of 250 words) reflection paper, highlighting key points/clinical application items relevant to the discussion. 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 (>250 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). 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 include 50% of points possible awarded for attendance, 10% points possible awarded for format (e.g., word count, organized writing) and 40% points possible awarded for thoughts, opinions and clinical relevance highlighted within reflection.

**Attendance and Participation (15):** Attendance is mandatory. Students must provide a written notification of an absence (i.e., email) at least 24 hours prior to the class; excused absences will be evaluated based on University policy. Students with an excused absence will be afforded make-up opportunities under the university guidelines. Prior preparation through chapter readings and outlining will enable active participation for productive discussions. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies found in the online catalog <https://catalog.ufl.edu/UGRD/>

#### **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 course and contribute to participation grade. In addition, attending class, contributing to class, and useful information provided during class will be counted toward your participation grade. Any class period listed as "discussion", requires prior review of posted content to facilitate a valuable learning experience. Failure to come to class "prepared" creates an ineffective environment for valuable exchange of information. **Prior to or immediately following the discussion, students will submit at least 2 questions or comments in Canvas, which highlight knowledge and value from the topic/discussion.** The instructor will use the rubric in the table below to assign participation points using both in-class and submitted information related to discussion sessions (see dates within the course schedule listed as "discussion" and/or "staff meeting").

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

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

#### COURSE SCHEDULE (SUBJECT TO MODIFICATION)

The course progression will tentatively follow the schedule below:

Dates	Topics	Assignment
January 7	Course Introduction & Expectations AT Program P&P 09August2018 Review BOC Candidate Information	SEATA AT Student Symposium Travel Meeting 10:45am – 11:30am Yon Hall II

	Staff Meeting: Communication Etiquette and Leadership Toolkit, Personnel Files and Professional Development, NATM & ATSC	Agenda and Minutes Create Profile and Apply for Examination (see instructions): <a href="http://www.bocatc.org/candidates">http://www.bocatc.org/candidates</a>
January 9	Discussion: <a href="#">Leadership Tool Kit</a> (See handouts in Files)	<a href="#">UF Benefits Information</a>
January 14	Discussion: Personnel Files, Performance Evaluations, Professional Development, Engagement and Networking Sample format – Professional Development Plan <a href="#">Sample Job Descriptions</a>	Human Resources Assignments: Personnel File, Professional Development Plan Due in Canvas on January 28 at 11:59pm
January 16	Discussion: Discrimination, Safe Space Environment (patients and ATs) Clinical Case Scenarios	Video Link ( <a href="#">Youtube</a> ) Reflection Paper Due in Canvas 11:59pm January 17
January 21	<i>No Classes – Martin Luther King Day</i>	
January 23	Staff Meeting: Policy & Procedure Manual Vision, Mission, Logo, EAPs, Medical Policies  Agenda and Minutes	Policy and Procedure and Risk Management (Logo, Vision, Mission, EAP and Medical Policies) Assignments Due in Canvas on February 6 at 11:59pm (one per group)
January 28	Discussion: Inter-professional healthcare, Disablement Model, Evidence Based Practice and Outcome Measures	Disablement Model Articles and BLOG post; Example Outcome Measures (Foot/Ankle, Knee, PF, Hip, Back, General SF-12)
January 30	Staff Meeting: Medication Policy, Supplementation and Nutritional Considerations, PPEs and Screening; Agenda and Minutes	
February 4	Guest Speaker: Inter-professional Education Erik Black, PhD, Associate Director Interprofessional Education Health Science	Reflection Paper Due in Canvas 11:59pm February 5
February 6	Professional Development Experience: SEATA Athletic Training Student Symposium at the Westin Peachtree Plaza, Atlanta, GA	Reflection Paper due February 10, 2019 at 11:59pm in Canvas
February 11	Guest Speaker: Drug Testing Stacey Higgins, MS, LAT, ATC, Assistant Athletic Director – Sports Health	Reflection Paper Due in Canvas 11:59pm February 12
February 13	Staff Meeting: PPE Documentation and Procedures, Facility Design & Inventory, Documentation & EMR; <a href="#">BOC Facility Document</a> Agenda and Minutes	Pre-Participation Examination Plan Due in Canvas on February 17 at 11:59pm (one per group)
February 18	Discussion: Clinical Policy – Role of Position, Consensus and Official Statements	Clinical Case Scenarios
February 20	Discussion: <b>Journal Club</b> – Mental Health and Psychological Considerations in Secondary and Collegiate Athletics Policy and Procedure and Risk Management Assignments (Drug Testing, Nutritional	<b>Preventing Sudden Death in the Realm of Heat Seminar February 22, 2019 8:45am – 1:30pm FLG Main Floor (Reflection Paper due</b>

	Considerations, Psychological Well-Being) Due in Canvas on February 25 at 11:59pm (one per group)	February 23, 2019 at 11:59pm in Canvas)
February 25	e-Learning Exam I Concept Review and Worksheet (exam review worksheet due in Canvas on February 26 at 11:59pm)	Application Deadline: February 25, 2019 (5:00pm CT) <i>Candidate must complete Steps 1 &amp; 2 (Forms AT101 &amp; AT102)</i>
February 27	<b>E-Learning Exam I (6am - 11:59pm)</b> National Athletic Training Month 2019 Theme: TBD	Registration Window for March/April BOC Exam <b>February 22, 2019 (9am CT) - March 4, 2019 (5pm CT)</b>
March 4	<i>No Classes – Spring Break</i>	Facility Design and Budget (Diagram, Facility Evaluation and Inventory) Assignments Due March 11 at 11:59pm in Canvas (one per group)
March 6	<i>No Classes – Spring Break</i>	National Athletic Training Month Educational Materials (TBC)
March 11	<b>Guest Speaker (via Go To Meetings*):</b> Erik Nason, MBA, MS, LAT, ATC, CSCS – President, Athletic Trainers’ Association of Florida Advanced Documentation (i.e., Electronic Medical Records, 3 <sup>rd</sup> Party Billing/Reimbursement and Coding) for ATs	Reflection Paper Due in Canvas 11:59pm March 12 NATA Blog – Concussion Biomarker Article 2-2018
March 13	<b>Guest Speaker: Concussions – Current Evidence for Diagnosis and Return to Sport</b> <b>James Clugston, MS, MD</b> Reflection Paper Due in Canvas 11:59pm March 14	Documentation and Electronic Medical Record Assignments Due in Canvas on March 17 at 11:59pm (one per group) Schedule Date of BOC Examination: <b>March 12, 2019 (or when scheduling email is received from Castle) – April 1, 2019</b>
March 18	Discussion: Strategic Planning, Performance Evaluation and Annual Review Clinical Case Scenarios	Sports Medicine Legal Digest Issues ( <a href="#">NATA Login Required</a> ) and <a href="#">NATA Liability Toolkit</a> Policy and Procedure and Risk Management Assignments (Concussion Management Plan) Due in Canvas on March 19 at 11:59pm (one per group)
March 20	Discussion: Professional Expectations (Ethics and COPE), Conflict of interest, Commitment to Serve and whistle blower forms (examples) Clinical Case Scenarios	Crossword Review Worksheet (due March 21 at 11:59pm in Canvas) e-Learning Exam II Concept Review
March 25	<b>Guest Speaker: Risk Management and Legal Issues in Sports &amp; Healthcare</b> <b>Dan Connaughton, PhD, Assoc. Dean HHP</b> Reflection Paper Due in Canvas 11:59pm March 26	March/April 2019 Examination Window: March 23, 2019 - April 6, 2019 [UF AT please schedule April 1 – 6, 2019]
March 27	<b>E-Learning Exam II opens March 27 6am- 11:59pm March 28</b>	

April 1	BOC Examination Week	
April 3	BOC Examination Week	
April 8	Guest Speaker (via Go to Meetings): Value Model for Athletic Trainers Randy Cohen, MS, ATC, Director of Sports Medicine, University of Arizona	See resources in Files (Revenue Documents, Value Model Resources) Reflection Paper Due in Canvas 11:59pm April 9
April 10	Discussion: Clinical Reasoning and Decision Making and Medical Documentation	Best Practices in Documentation – NATA; Clinical Case Scenarios
April 15	Guest Speaker (via Go to Meetings): Kenny Boyd, MS, LAT, ATC Senior Assoc. AD Student-Athlete Health and Wellness Baylor University Transition to Practice: Post-Professional Clinical Expectations	Reflection Paper Due in Canvas 11:59pm April 16
April 17	Discussion: Maintenance of Competence BOC CE considerations as a young professional; Professional Development and Engagement	FYI - Exam results will be posted in BOC Central™ and mailed between April 22, 2019 and May 8, 2019
April 22	Discussion: Close the Loop and Project Wrap-up Experiential Learning Reflection Papers Due April 22 at 11:59pm in Canvas	Group Project Evaluation Form due April 24 at 11:59pm in Canvas Reminder: Course Evaluations <a href="https://evaluations.ufl.edu">https://evaluations.ufl.edu</a>
April 24	Policy & Procedure Manual Due (1 PDF per group due April 24 by 11:59pm ET in Canvas)  April 26, 2019: Professional Development Experience at Kennedy Space Center – NASA Rehabilitation Works	Professional Knowledge Book Due April 24 (submit in FLG 100c by 12pm on April 26)

### GRADING CRITERIA

Letter Grade	Grade Points	Percentage
A	4.00	92 - 100
A-	3.67	89 - 91
B+	3.33	87 - 88
B	3.00	82 - 86
B-	2.67	79 - 81
C+	2.33	77 - 78
C	2.00	72 - 76
C-	1.67	69 - 71
D+	1.33	67 - 68
D	1.00	62 - 66
D-	0.67	60 - 61
E	0.00	Below 60

Examinations (2)	25%
Assignments (31)	73%
Participation (15)	2%
<b>TOTAL GRADE</b>	<b>100%</b>

**IMPORTANT NOTE:** Students must earn a “C” or better in ATR 4512 to continue in the AT Program

### COLLEGE/UNIVERSITY-WIDE POLICIES

**Academic Honesty:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida

community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.“ Students will exhibit behavior consistent with this commitment to the UF academic community. Academic misconduct appears in a variety of forms (including plagiarism) and may be punishable in a variety of ways, from failing the assignment and/or the entire course to academic probation, suspension or expulsion. On all work submitted for credit by students at the university, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”** Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Faculty will not tolerate violations of the Honor Code at the University of Florida and will report incidents to the Dean of Students Office for consideration of disciplinary action. The Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have questions about what constitutes academic misconduct before handing in an assignment, see your instructor.

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

**ADA Policy:** The University of Florida provides accommodations for students with documented disabilities. For more information, regarding services and procedures for requesting accommodations visit <https://drc.dso.ufl.edu/> or call 352.392.8565. Students requesting classroom accommodation must first register with the Disability Resource Center. The Disability Resource Center will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Students with disabilities should follow this procedure 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](mailto: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. <https://catalog.ufl.edu/UGRD/>

**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 listed below. <https://catalog.ufl.edu/UGRD/>

**Course Evaluations:** Students should provide feedback on the quality of instruction in this course by completing online evaluations <https://evaluations.ufl.edu>. 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://evaluations.ufl.edu/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](mailto: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** please visit <https://catalog.ufl.edu/UGRD/>

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

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

**Student Complaints Process:** <http://regulations.ufl.edu/regulations/uf-4-student-affairs/>

**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/>