

# Advanced Clinical Experience IV

ATR 7848c | 3 Credits | Spring 2025

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## Course Info

### INSTRUCTOR

**Dr. Brady L. Tripp, LAT, ATC**  
Office: 148 FLG  
Office Phone: 352-294-1725  
Email: [trippb@ufl.edu](mailto:trippb@ufl.edu)  
Preferred Method of Contact: Email

### OFFICE HOURS

By appointment, Tuesdays 2:00-4:00, email to confirm.

### MEETING

In-person

### TIME/LOCATION

Thursdays 11:45am – 12:30pm / 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 & SKILLS

Pre-requisite: ATR 7838c Advanced Clinical Experience II

## REQUIRED & RECOMMENDED MATERIALS

DAT Program P&P, textbooks and supplemental resources associated with prior semesters and/or specific to selected area of concentration (Manual Therapy, Orthopedics, Sport Performance, Teaching & Leadership).

## COURSE FORMAT

The course consists of preceptor-guided clinical experiences and includes a knowledge retention assessment to quantify learning over time for content instructed within previous 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 & PARTICIPATION POLICY

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies found in the [online catalog](#).

**Participation (14):** Preceptor-guided hours, assignments and projects captured within the Concentration Area Canvas course provide opportunities for growth and inquiry. Course participation will be captured within Canvas and include discussion content shared with the instructor. As part of a weekly assignment, please provide at least two shared thoughts, comments, or experiential learning highlights from your concentration. The instructor will assign participation points (see dates in Syllabus for deadlines) using a 10-point scale and evaluate submissions using a rubric to capture the student’s ability to define, describe and illustrate concepts and skills as part of the experiential learning process.

Attendance is mandatory. Students must provide a written notification of an absence (i.e., email) at least 24 hours prior to 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 related to class attendance are consistent with [University policies](#).

**Critical-Thinking Questions and Participation:** Each student, as part of his/her participation, is expected to ask questions. Insightful questions will be monitored during the year and contribute to participation grade. In addition, attending class, contributing to class, and useful information provided during class will be counted toward your participation grade. Any class period listed as "discussion", requires prior review of posted content to facilitate a valuable learning experience. Failure to come to class "prepared" creates an ineffective environment for valuable exchange of information. The instructor will use the rubric in the table below to assign participation points during discussion sessions (see dates within the course schedule listed as “discussion”).

Excellent	10 pts	Defines, describes, and illustrates concepts Explains, assesses, and criticizes ideas Demonstrates preparation and reading of assignments
Good	8 pts	Defines, describes, and illustrates concepts Explains, assesses, and criticizes ideas Evidence of reading assignments, but not fully prepared

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

## PERSONAL CONDUCT POLICY

**Academic Honesty:** UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies several behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor.

- 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 electronics
- 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 expectations

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

## EXAMINATION & MAKE-UP POLICY

The examination, administered in Canvas, includes approximately 150 – 550 questions with a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). Students may not use resources when completing the examination. The examination is available during the defined examination window and afford students a specified amount of time (e.g., 2-hours) to compete and submit. Please review the ‘[Student Help FAQs](#)’ on the e-Learning website for assistance with Canvas. Students with issues during the examination should call the help desk 352-392-4357 and email the instructor. Students should complete examinations during Help Desk hours so access to assistance is available if needed. Any student having an issue during a quiz/examination, should email the instructor once they have submitted the examination. Students may not access examinations after submission but will see the grade posted in the course gradebook.

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. The very last sentence of this section should be something along the lines of: "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](#)."

There will be a time limit for each examination. Examinations will evaluate your 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. You should visit the [website](#) (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. You 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. 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](#).

## GRADING

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

Item	Percentage
Concentration Clinical Experience Examination	65%
Reflection Paper	15%
Participation (14)	10%
<b>Total</b>	<b>100%</b>

More detailed information regarding current UF grading policies can be found [here](#).

## CONCENTRATION CLINICAL EXPERIENCE, ASSIGNMENTS, & PROJECTS

**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 (documenting successful completion of all assignments for 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 Paper:** Students complete a reflection paper evaluating the Concentration Area experience and successful completion of learning outcomes for the module. Format and Expectations: In 2-3 pages (typed, double-spaced, 10-12pt font), 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 format the paper with headings – **Introduction, Reflection, Conclusion, Clinical Application, and Feedback**. In the **Clinical Application** section, please discuss the component of the rotation, 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. 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 Papers includes: 50% of point awarded for answering questions completely and with sufficient detail, 10% points possible awarded for format (e.g., word count, organized writing) and 40% points possible awarded for thoughts, opinions and clinical application highlighted within reflection. Each reflection paper is worth 50 points.

## Weekly Course Schedule

The course progression will tentatively follow the schedule below:

Week	Date	Topics	Assignments
1	Jan. 16	Course Expectations and Concentration Module Information (T&L, Manual Therapy, Sport Performance, and Orthopedics)	Review Concentration Canvas Course, Getting Started and Module <b>Participation Week 1</b> due 1-19, 11:59pm <b>Self-Evaluation (Qualtrics)</b> due 1-19, 11:59pm <b>Orientation Verification</b> due 1-19, 11:59pm
2	Jan. 23	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 2</b> due 1-26, 11:59pm
3	Jan. 30	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 3</b> due 2-2, 11:59pm
4	Feb. 6	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 4</b> due 2-9, 11:59pm
5	Feb. 13	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 5</b> due 2-16, 11:59pm
6	Feb. 20	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 6</b> due 2-23, 11:59pm

<b>7</b>	Feb. 27	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 7</b> due 3-2, 11:59pm
<b>8</b>	March 6	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 8</b> due 3-9, 11:59pm
<b>9</b>	March 13	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 9</b> due 3-16, 11:59pm <b>Preceptor Evaluation (Qualtrics)</b> due 3-16, 11:59pm
<b>10</b>	March 27	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 10</b> due 3-30, 11:59pm
<b>11</b>	April 3	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 11</b> due 4-6, 11:59pm
<b>12</b>	April 10	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 12</b> due 4-13, 11:59pm
<b>13</b>	April 17	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 13</b> due 4-20, 11:59pm <b>Exam (canvas)</b> Available 4-14 at 6am – 4-18 at 11:59pm

<b>14</b>	April 24	Module Experience Hours and Assignments <ul style="list-style-type: none"> <li>• T&amp;L (3) – Dr. Brady Tripp</li> <li>• Sport Performance (1) – Dr. Brown</li> <li>• Orthopedics (6) – Dr. Brady Tripp/Cassie Winkfield</li> <li>• Manual Therapy (4) – Janet Taylor/Christina Radomski</li> </ul>	<b>Participation Week 14</b> due 4-25, 11:59pm <b>Reflection Paper</b> due 4-25, 11:59pm <b>Preceptor Evaluation (Qualtrics)</b> due 4-25, 11:59pm
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## COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://my-ufl.bluera.com/>. Summaries of course evaluation results are available to students [here](#).

## Getting Help

### HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575
- [Counseling and Wellness Center](#), 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- [University Police Department](#), 392-1111 (or 9-1-1 for emergencies)

### 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.

### ACADEMIC RESOURCES

- [E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).
- [Career Connections Center](#), Reitz Union, 392-1601. Career assistance and counseling.
- [Library Support](#). Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- [Student Complaints On-Campus](#); [On-Line Students Complaints](#)

### INCLUSION, DIVERSITY, EQUITY, & ACCESSIBILITY RESOURCES

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](mailto:linda.nguyen@hhp.ufl.edu)
- Dr. Rachael Seidler, APK Graduate Coordinator, [rachaelseidler@ufl.edu](mailto:rachaelseidler@ufl.edu)
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, [jahlgren@ufl.edu](mailto:jahlgren@ufl.edu)