



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

Fall 2020 Course Syllabus | Last Date Revised: **27 August 2020**

**COURSE INFORMATION**

ATR 4432, Section 01AE, Class Number 11092: Clinical Pathology & Pharmacology (3 credits)  
 August 31, 2020 – December 9, 2020  
 Meeting Time: Mondays 8:30am-10:25am and Wednesday 9:35am – 10:25am  
 Meeting Location: Remote Instruction via Zoom in Canvas and Yon Hall 11

**INSTRUCTOR**

Patricia M. Tripp, PhD, LAT, ATC, CSCS  
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 Office Hours: Mondays and Wednesdays 10:30am – 11:30am and by appointment, please email to confirm.

**COURSE DESCRIPTION**

This course provides the student a thorough understanding of injury, illness and/or disease of various body systems; specific understanding of medical diagnostics, interventions (including pharmacology) and participation considerations for the athletic population are addressed. *Pre-requisite ATR 4822 with a “C” or higher.*

**LEARNING OUTCOMES**

1. Identify, describe and explain the etiology, pathology, signs, symptoms, and initial management/referral procedures associated with various congenital or acquired abnormalities, physical disabilities and diseases
2. Apply proper evidence-based evaluation procedures in the diagnosis of common illnesses and injury to various body systems (i.e., cardiovascular, gastrointestinal, dermatological, orthopedic, etc.)
3. Identify and describe the basic principles of pharmacology as it applies to athletic training/sports medicine
4. Identify signs and symptoms of pathological conditions present in athletes with certain disabilities
5. Recognize and incorporate the knowledge of general medical conditions during pre-participation screenings and injury or illness assessment
6. Integrate and apply proper communication and documentation used during an injury/illness assessment

**REQUIRED TEXTS AND MATERIALS**

Textbook	ISBN	
General Medical Conditions in the Athlete Author: Katie Walsh Flanagan and Micki Cuppett Publisher: Human Kinetics Year: 2017 Edition: 3 <sup>rd</sup>	9781492533504	Required

Cram Session in General Medical Conditions Author: Robb Rehberg & Joelle Rehberg Publisher: SLACK, Inc. Year: 2012 Edition: 1 <sup>st</sup>	9781556429484	Required
Principles of Pharmacology for Athletic Trainers Author: Joel Houglum, Gary Harrelson, & Teresa Seefeldt Publisher: SLACK, Inc. Year: 2015 Edition: 3 <sup>rd</sup>	9781617119293	Recommended
Suturing Kit (The Apprentice Doctor)	Purchased at SEATA ATSS 2020	Required
Please view course fees at <a href="https://one.uf.edu/soc/">https://one.uf.edu/soc/</a>		

## COURSE REQUIREMENTS AND POLICIES

**Teaching Strategies:** Course material will be presented through discussions, 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 supplemental materials before class. Students will be afforded applied learning experiences and complete various skills and assignments to ensure comprehension and application of concepts related to Athletic Training.

**Examinations (4) and Practical Examination (1):** 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). Examinations will evaluate the understanding of material from lecture, text, and other supplemental material provided. 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 and review the [Student Examination Prep Information for Honorlock](#). Students who encounter 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. **Practical Examination** administration uses Standardized Patients and is conducted at the Harrell Medical Education Building in the Anaclerio Learning Center. Students report to the **Harrell Education Building, 3<sup>rd</sup> floor - The Anaclerio Learning and Assessment Center** to check-in at the assigned times for the examination. Parking is a challenge so please coordinate RTS transportation or other means to arrive on time for the session. Students should wear an AT collared shirt, khaki pants, belt, closed-toed shoes with socks and AT badge with UF ID. After check-in, students will report to the examination room and begin the examination, which includes Standardized Patients (SPs) assessment (10 minutes each scenario) and post-encounter computer component (10 minutes for each scenario). Each student will complete four scenarios, which each include an assessment and post-encounter documentation. **Practical Examination Assessment Method:** For each clinical scenario, the score will reflect performance on the evaluation of history and physical examination (scored by the standardized patient and video assessment by faculty) and include general attributes: communication, professionalism and patient education. Students will earn points based on accuracy of the History and Physical Examination, Diagnosis and

Initial Management/Documentation for each case (10 points each) and on general Attributes of Professional Encounters, which includes positive and effective communication with the patient, professionalism (dress, demeanor, etc.) and patient education (e.g., inform patient course of treatment/expectations, etc.) (10 points). The Practical Examination will have a maximum score of 50 points.

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.

**Quizzes (5):** Quizzes will assess learning progress from lecture material and assigned readings. There will be a time limit for each quiz. To ensure that students are reading the assigned material, the quizzes may be both announced and unannounced. Quizzes will range from 1-25 points and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). For quizzes administered in e-Learning students may use notes. Please read each question carefully and select the best answer to each question. The quiz will assess your retention of reading assignments. Students should employ examination best practices (stated above) for e-Learning quizzes.

**Assignments (16):** 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:

**Clinical Experience Assignment (3):** Primary Care (General Medical/Non-Musculoskeletal) clinical rotations are a required component of this course. Students will complete the clinical rotation under the direction of a primary care physician (AT Program Preceptor). Current Bloodborne Pathogens, HIPAA and Confidentiality training certificates required. Students must wear proper attire (e.g., AT program collared shirt, khaki pants, belt, sneakers, AT badge with UF ID showing current Flu Vaccination sticker) during the rotation(s). Specific expectations, documentation forms, etc. provided during course discussions and/or in e-Learning; note – students are responsible for securing transportation and any related expenses associated with travel to and from the clinic. Students will earn points for 1. Successful completion of 12-15 hours of clinical experience at the clinic (e.g., two full clinic days with the preceptor), 2. Submission of a preceptor/clinical site evaluation form (PDF form, submitted via email to faculty on or before December 1) and 3. Positive evaluation from the supervising preceptor. Students will earn points based on timely submission of materials and/or earning an average of 4/5 or higher on the preceptor submitted evaluation. Please see Canvas for associated PDF forms.

**Reflection Papers (5):** Students will complete a reflection paper for Guest Speakers, Lab or Special Sessions as indicated in the course schedule. Each reflection paper will require two components to

receive points (attendance/participation AND submission of the reflection paper). Students should take adequate notes and/or review relevant materials PRIOR to each session to better prepare, engage and find relevance within the discussion. Points awarded for each reflection paper will range from 30-40 points, depending on the length of the session/experience. General 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) or PDF. Please complete the assignment/reflection independently. Reflection paper submissions are due by 11:59pm on the day after the guest speaker/discussion/lab experience (see course schedule for specific dates). Scoring Rubric for Reflection Papers 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.

**Anaclerio Learning Center Physical Examination Teaching Assistant (PETA) Lab:**

Students will attend the Medical Examination (Head, Eyes, Ears, Nose, Throat, Cardiac, Lung, Abdominal) Lab Experience hosted by the PETAs at the Anaclerio Learning Center and write a reflective paper addressing the topics and patient care recommendations discussed. Students will wear appropriate clinic attire to the lab experience (e.g., khaki pants, UF polo, sneakers). Please write a 1-page reflection paper addressing the following points:

1. Please briefly summarize your experience and how you improved your knowledge of the medical examination and utilization of assessment/diagnostic tools discussed, include your role as the clinician and information relevant to patient encounters
2. Provide 1 key clinical take home for each area of the lab; organizing the paper to match the sub-topics within the lab experience.

Please include your name, UFID, course name and date in either the header or footer of the document. Format the document using a font size no smaller than 10pt and no larger than 12pt, with margins at minimum .5 inches and maximum 1.0 inches around. Please submit the document as either a word (.doc, .docx) or PDF file. Please complete the assignment/reflection independently. Reflection paper submissions are due by 11:59pm on the day after the lab experience (see course schedule for specific dates). *See scoring rubric for reflection papers listed above.*

**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.

**Chapter, Lab and Examination Review Worksheets/Assignments (7):** Students will complete chapter worksheets and assignments to assess recognition and application of learned material. Worksheets contain fill in the blank, short answer, matching and rank order questions; students earn points for accuracy (per resources course resources such as textbooks, position statements, journal articles, etc.) of responses. Students may type or handwrite responses; please be sure all responses are clear, concise and legible. Students may earn partial credit and points may be deducted for incomplete or illegible responses.

**Pharmacology Review Assignment:** This assignment is designed to review the content discussed in the Pharmacology Review Articles (Medications and Supplements; NSAIDs), NATA Consensus and Position Statements (e.g., Asthmas, Medication, Dietary Supplements, etc.) provided/discussed in class. Guidelines/Expectations: Please type your responses, include your name and UFID# in the header or footer and number your responses to correspond to the questions in the assignment (posted in Canvas); submit the document in e-Learning as a word or PDF document by the deadline identified in the course schedule. Please provide clear and concise Responses and include appropriate citations and references as needed. Students will earn points for accuracy in answering the questions.

**Cardiac and Pulmonary Worksheet** (associated with lab experience): The assignment will afford the student time to practice skills for respiratory and cardiac auscultations and assessment of vital signs (e.g., blood pressure). Questions within the worksheet facilitate the lab experience and reinforce knowledge of skills. Students earn points for accuracy of responses, practice of skills with lab partner and on time submission.

**Ophthalmoscope, Otoscope and BPPV Worksheet** (associated with lab experience): The assignment will afford the student time to practice skills for ophthalmoscope and otoscope use, assessment of eye and ear (including BPPV) conditions. Questions within the worksheet facilitate the lab experience and reinforce knowledge of skills. Students earn points for accuracy of responses, practice of skills with lab partner and on time submission.

**Examination Review Worksheets (I-IV):** 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.

**Attendance and Participation (18):** 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/ugrad/current/regulations/info/attendance.aspx>

**Laboratory Experiences (4):** Laboratory experiences conducted throughout the semester may occur in Yon Hall or off-site (e.g., UAA sports health clinic, Harrell Building, etc.). Attendance and participation with laboratory experiences is required. Students earn point for attendance and participation during lab. Scoring includes 50% for attendance and 50% for engagement (see participation rubric below). Note, worksheets or reflection papers associated with the lab experiences (if applicable) will be scored separately (as noted in Chapter Worksheets and Reflection Papers sections). Written notification of an absence (i.e., email) prior to class is required for an absence to be excused (see university regulations as stated above). Details/specific requirements for lab experiences will be available in Canvas prior to the lab date. Students must wear proper attire (e.g., gym shorts, tank tops, sports bras, etc.) during all lab experiences.

**Critical-Thinking Questions and Participation (14):** 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”).

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

#### 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

**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:

Discussion and/or Lab sessions (unless indicated with an \*) will use Zoom for remote, synchronous delivery; an \* indicates an in-person lab experience in Yon Hall II

Dates	Topics	Assignment
August 31	Course Introduction (AT Program P&P, Syllabus, Clinical Experience Requirements, Harrell Building – Anaclerio Learning Center	Read Chapter 1, 2 & 3 Clinical Documents for Primary Care Rotation: Expectations and Schedule, (Preceptor Evaluation of Student Form,

	<p>Experiences (Lab and Practical) and Expectations (rubric)</p> <p>NATA Infographic Resources (download, print, distribute) <a href="https://www.nata.org/practice-patient-care/infographic-handouts">https://www.nata.org/practice-patient-care/infographic-handouts</a></p>	<p>Verification of Evaluation, Student Evaluation of Site and Preceptor Form)</p> <p>JAT Article - IOC PPE Consensus, NATA Statement Disqualifying Conditions PPE; University of Florida Environmental Health &amp; Safety Bloodborne Pathogens Program <a href="http://www.ehs.ufl.edu/programs/bio/bbp/">http://www.ehs.ufl.edu/programs/bio/bbp/</a></p>
September 2	<p>Discussion: Chapter 1: Foundational Issues Supplemental Information - JAT Article, NATA Statements - Infectious Disease in HS, Preventing Death in Sport 2012, Michigan Practice Regulation, PPE Handouts (folder in Chapter 1) and Billing and Coding Supplement (folder in Chapter 1); BOC Standards Professional Practice <a href="https://www.nata.org/practice-patient-care/revenue-reimbursement/billing-reimbursement">https://www.nata.org/practice-patient-care/revenue-reimbursement/billing-reimbursement</a></p> <p>Chapter 2: Medical Examination [Principles of Clinical Pathology and Decision Making (Table 1-7)]</p> <p>Chapter 3: Diagnostic Imaging and Testing</p>	<p><i>2-period block</i> Read Chapters 4 &amp; 5 Review NATA Consensus Statement (Managing Medication), Position Statements (Anabolic Steroids and Nutritional Supplements), Pharmacokinetics and Pharmacodynamics Article, IOC Consensus Article Dietary Supplements</p>
September 7	No Classes – Labor Day	<p>Quiz #1 Foundational Issues, Medical Evaluation and Diagnostics (opens 6am 3September – 11:59pm 8September)</p> <p>Inter-Association Consensus Statement: The Management of Medications by the Sports Medicine Team</p>
September 9	<p>Discussion: Chapter 4: Basic Principles of Pharmacology and Chapter 5: Drug Categories (combined Chapter 4-5 Notes)</p>	Quiz #2 Pharmacology (opens 6am Sept.10 and closes 11:59pm September 11)
September 14	<p>Discussion: Chapter 4: Basic Principles of Pharmacology and Chapter 5: Drug Categories [Asthma Drug Therapy Chart, Managing Athletes with Asthma Statement]</p>	<p><i>2-period block</i> Pharmacology Review Assignment (due September 14 at 11:59pm in Canvas) Exam I Review Worksheet (due September 15 at 11:59pm in Canvas)</p>
September 16	<p>Discussion: Chapter 5: Drug Categories [Clinical Pharmacology Review – NSAIDs Article; Medication and Supplements Article]</p> <p>E-Learning Exam I – Chapter 1-5 (Opens 6am 17September and closes 11:59pm 18September)</p>	Read Chapter 6 and Review Videos
September 21	<p>Discussion: Chapter 6: Common Procedures in the AT Clinic (FYI - Intraosseus Infusion Article); NEJM IV Catheterization Handouts (1 and 2) and Videos (1, 2 and 3)</p> <p><i>Individual Lab Experience: <a href="#">Suturing</a></i></p>	<p><i>2-period block</i> Read Chapter 7 and Chapter 2 (RR); NATA Foundation Building Blocks, Managing Asthma in Athletes, VCD-EILO Infographic</p>

September 23	Discussion: Chapter 7: Respiratory System (Chapter 2: Pulmonary Conditions) and Chapter 8: Cardiovascular System (Chapter 1: Cardiovascular Conditions)	Read Chapter 8 and Chapter 1 (RR); Review NATA Official Statement (Commotio Cordis) and NATA Consensus Statement (Sickle Cell) and Sickle Cell Trait (UF Flyer); Preventing Sudden Death in Sport NATA Position Statement; Cardiac Conditions Article; NATA Foundation Building Blocks Issue 6 and Issue 7; CV Screening for Adolescent Athletes; Commotio Cordis Review Article and Sudden Death in Athlete Article; Position Statement Disqualifying Conditions; Review Myocarditis, Case Article Pneumomediastinum
September 28	Discussion: Chapter 8: Cardiovascular System (Chapter 1: Cardiovascular Conditions)  <b>*Lab Experience: Vital Signs, Respiratory and Cardiac</b> (Worksheet due in Canvas September 29)	<i>2-period block</i> Cardiac Sounds and ECG Tutorials ( <a href="http://www.blaufuss.org">www.blaufuss.org</a> )   (check out the Heart Sounds Tutorial and the SVT Tutorial - turn up volume on computer); Review AHA Task Force Guidelines 2015 Folder (7 files) Read Chapter 9, Chapter 6 (RR); Exercise and GI Function Articles 2003 and 2009; Celiac Disease Articles 2004 and 2005; Building Blocks Abdomen Issue #4 and #5; Case Article Liver Laceration, Case Article Splenic Artery Rupture
September 30	Discussion: Chapter 9: Gastrointestinal System (Chapter 6: Gastrointestinal and Hepatic-Biliary Systems)	Read Chapter 10 and Chapter 7 (RR); Review CDC Facts and Information Sheets (Folder), Resistant to Treatment, CDC Trend Information, Estimates Information, Pudental Nerve Case Article Quiz #3 Respiratory, Cardiac and Gastrointestinal (opens 6am October 1 and closes 11:59pm on October 2)
October 5	Discussion: Chapter 10: Genitourinary and Gynecological Systems (Chapter 7: Renal, Urogenital and Reproductive Systems) Supplemental Resource: <a href="http://www.cdc.gov/std/healthcomm/fact_sheet_s.htm">http://www.cdc.gov/std/healthcomm/fact_sheet_s.htm</a>	<i>2-period block</i> <b>October 6 – PETA Lab Experience at Harrell Education Building (Anaclerio Learning and Assessment Center) 8:30am – 12:00pm</b> Resources ALC: <a href="http://alac.med.ufl.edu/">http://alac.med.ufl.edu/</a> go to Student Resources and click OPETA for Physical Exam videos and Interview Teaching Tool for interviewing videos (supplemental handout in Files)
October 7	<b>Guest Speaker: Dr. Bryan Prine – Cardiac Concerns in Sport</b> <b>Reflection Paper due 11:59pm October 8 in Canvas</b>	<b>PETA Lab Experience Reflection Paper due October 7 at 11:59pm in Canvas</b> Read Chapter 11 and Chapter 3 (RR); AT Article - Classroom Considerations Post-Concussion, King-Devick Article 2012 and 2014), AVM Case Article



October 12	Discussion: Chapter 10: Genitourinary and Gynecological Systems (Chapter 7: Renal, Urogenital and Reproductive Systems) and Chapter 11: Neurological Systems (Figure 11-6: Cranial Nerves) (Chapter 3: Neurological Conditions); 5 <sup>th</sup> Consensus Statement on Concussion in Sport	<i>2-period block</i> ½ Professional Knowledge Skills Check-Offs Due Exam II Review Worksheet (due October 13 at 11:59pm in Canvas)
October 14	<b>E-Learning Exam II - Chapters 6-10 (opens 6am October 13- 11:59pm October 15)</b>	Read Chapter 12, Chapter 13 (RR), Article Discussion – Eales Disease How to use Ophthalmoscope, NEJM Handout and Video Read Chapter 13, Chapter 8 (RR); EIB vs. Vocal Cord Dysfunction Article, Throat Injuries in Lacrosse, Otitis Media Outcome Questionnaire
October 19	<b>Reminder: Primary Care Rotations Begin October 20</b> Discussion: Chapter 12: The Eye (Chapter 13: Ophthalmological Conditions) and Chapter 13: Ear, Nose, Throat, Mouth (Chapter 8: Ear, Nose and Throat Conditions)	<i>2-period block</i> BPPV Article and Infographic Read Chapters 14 and Chapters 4, 5, and 11 (RR); Review NATA Position Statement (Diabetes)
October 21	<b>*Lab Experience: Ophthalmoscope, Otoscope and BPPV (Worksheet due Oct.22 in Canvas)</b>	Quiz #4 Eye, Ear, Nose and Throat opens 6am October 21 and closes 11:59pm October 22
October 26	Discussion: Chapter 14: Systemic Disorders (Chapter 5: Hematological and Oncological Conditions, Chapter 11: Rheumatological, Chapter 4: Endocrine and Metabolic Conditions)	<i>2-period block</i> Read Chapter 15 and Chapter 9 (RR), NATA Communicable Disease
October 28	Discussion: Chapter 15: Infectious Disease (Chapter 9: Infectious Disease)	Read Chapter 16 and Chapter 10 (RR)
November 2	Discussion: Chapter 16: Dermatological Conditions (Chapter 10: Dermatological Conditions)	<i>2-period block</i> NATA Position Statement Skin Diseases, HA Case Article, and NATA Foundation Building Blocks Handout, Position Statement – Acute Skin Trauma; Exam III Review Worksheet (due November 2 at 11:59pm in Canvas)
November 4	<b>E-Learning Exam III: Chapters 11-15 (6am November 4-11:59pm November 6)</b> <b>Guest Speaker: Ms. Stacey Higgins, MS, LAT, ATC – Female Athlete Triad and Disordered Eating Management Team</b> <b>Reflection Paper due 11:59pm November 5 in Canvas</b>	Quiz #5 Dermatology opens 6am 11/02 and closes 11:59pm 11/03 Read Chapter 17 and Chapter 12 (RR)  Review Female Athlete Triad Consensus Statement 2014 (RED-S); NATA Position Statement - Disordered Eating, Female Athlete Nutrition Article (Supplemental Information - COPE, HAM-A, Depression Scale, GAD-7); Read Chapter 18

November 9	Discussion: Chapter 17: Psychological and Substance Abuse Disorders (Chapter 12: Psychological Conditions)	<i>2-period block</i> NATA Consensus Statement Collegiate and High School Psychological Considerations; NATA Handouts: Critical Incident Handout, Mental Health Infographic, Stress Infographic, Suicide Infographic, Mental Health Consensus, NCAA MindBodySport, NCAA Mental Health Best Practices, NCAA Substance Abuse Prevention
November 11	<b>Veteran's Day – No Classes</b>	
November 16	<b>*Review: Preparation for Standardized Patients (SPs) Practical Exam</b>	<i>2-period block</i>
November 18	<b>*November 17: SPs Practical Exam Harrell Education Building (Anaclerio Learning and Assessment Center) 8:00am – 12:00pm (scoring rubric)</b>	Example PPE, Pediatric Athletes Article 2002, SCI Classification Form, ASIA Assessment Form (Motor, Sensory, Autonomic); Pediatric Overuse Injuries – NATA Position Statement <b>Primary Care Rotation Forms Due (via email) by 11:59pm on November 20</b>
November 23	Discussion: Chapter 18: Working with Special Populations <a href="#">I got 99 problems... palsy is just one   Maysoon Zayid</a>	<i>2-period block</i> Additional Resources: <a href="https://www.teamusa.org/us-paralympics/gateway-to-gold">https://www.teamusa.org/us-paralympics/gateway-to-gold</a> <a href="http://www.ncaa.org/about/resources/inclusion">http://www.ncaa.org/about/resources/inclusion</a>
November 25	<b>No Classes – Thanksgiving Holiday Break</b>	
November 30	Discussion: Patient Values and Evidence-Based Care; Resources - Diversity in Health Care, Using C-B Model, Cultural Comp. ATT 2003, Cultural Comp. JAT 2010, CLASS Standards; Patient Values in Clinical Decision Making 2017, Cultural Competency 2015, LGBTQ+ Advisory Committee, Patient Values Infographic	<i>2-period block</i> Exam IV Review Worksheet (due December 2 at 11:59pm in Canvas)
December 2	AT Across the Life Span – Athletes Over 35 (combined ppt with Cultural Competence) Resources - ACSM Ex Rx Older Adults, Injury Rates of Master Athletes, Treating Master Athletes	
December 7	<b>Guest Speaker: Victor W. Harris, Ph.D.</b> <i>9 Important Communication Skills for Effective Communication</i> <b>Reflection Paper due 11:59pm December 3 in Canvas</b>	<i>2-period block</i> Please complete the course evaluation <a href="https://ufl.bluera.com/ufl/">https://ufl.bluera.com/ufl/</a>
December 9	<b>E-Learning Exam IV Chapters 16-18 and Special Topics (opens 6am on December 3 and closes 11:59pm on December 9)</b>	<b>Professional Knowledge Book Due December 9 (submit in FLG 100c by 12pm on December 6)</b>

## 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 (5)	60%
Assignments (16)	35%
Quizzes (5)	3%
Participation (18)	2%
<b>TOTAL GRADE</b>	<b>100%</b>

**IMPORTANT NOTE:** Students must earn a “C” or better in ATR 4432 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/>

**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 at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**Campus Resources: U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our

community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](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.  
<http://www.registrar.ufl.edu/catalog/policies/regulationconfidentiality.html>

**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 <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

**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 at <https://gatorevals.ua.ufl.edu/students/>. 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://ufl.bluera.com/ufl/>. Thank you for serving as a partner in this important effort. Students should provide feedback on the quality of instruction in this course by completing online evaluations. 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://gatorevals.ua.ufl.edu/public-results/>.

### COVID-19 Safety Process and Student Accountability

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following University policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions. *Please read the COVID-19 Safety and Cleaning Process for the Doctor of Athletic Training Program document provided in Canvas.*

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 [symptoms](#), please use the [quick reference guide](#) and the UF Health screening system, following instructions on whether you are able to attend class.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies.](#)

**Privacy:** Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**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)

**E-Learning Identity and Preferences:** It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official University of Florida roster, please let me know as soon as possible. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your University of Florida official roster name. I welcome you to the class and look forward to a rewarding learning adventure together.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the University of Florida Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official University of Florida records.

**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 <http://www.registrar.ufl.edu/catalog/adhub.html>

**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: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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/>

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