

Advanced Clinical Experience II

ATR 7828c | 3 Credits | Spring 2023

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INSTRUCTOR

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Pronouns: she/her/hers

OFFICE HOURS

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

MEETING TIME/LOCATION

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

COURSE DESCRIPTION

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

PREREQUISITE KNOWLEDGE AND SKILLS

ATR 7108c Clinical Management in Athletic Training.

REQUIRED AND RECOMMENDED MATERIALS

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

COURSE FORMAT

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

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

the aforementioned standards in assignments within their Concentration Area. Students show in word, written work, and action that they both understand the importance of these standards and can comply with their precepts.

COURSE LEARNING OBJECTIVES:

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

Course & University Policies

ATTENDANCE AND PARTICIPATION POLICY

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

PERSONAL CONDUCT POLICY

- All students are expected to conduct themselves in a respectful and responsible manner
- All students are expected to be on time for class
- All students are expected to turn off or silence their cell phones
- All students are expected to not participate in actions that may disrupt the class
- All students are expected to stay home if they feel unwell
- The instructor reserves the right to ask any student to leave the classroom, if the student violates any the above class procedures

ACADEMIC HONESTY

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

PLAGIARISM POLICY

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

PRIVACY

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

EXAM AND ASSIGNMENT MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the [Dean of Students Office](#) and follow the [DSO Care Team procedures](#) for documentation and submission of a request for make-up assignment. The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online [catalog](#).

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their [Get Started page](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Please review [guidance](#) on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the GatorEvals [website](#). [Summaries](#) of course evaluation results are available.

Getting Help

HEALTH & WELLNESS

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

ACADEMIC RESOURCES

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

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

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

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

E-LEARNING IDENTITY AND PREFERENCES

It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official University of Florida roster, please let me know as soon as possible. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your University of Florida official roster name. I welcome you to the class and look forward to a rewarding learning adventure together. You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the University of Florida Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official University of Florida records.

Grading

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

Item	Percentage
Concentration Clinical Experience	65%
Examination (1)	15%
Reflection Paper (1)	10%
Participation (13)	10%
Total Grade	100%

EXAMINATION (1)

Examination, administered in Canvas, includes approximately 150 – 250 questions with a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). Examinations evaluate the comprehension and application of information from ATR courses (e.g., learning over time). Students may not use resources when completing the examination. The examination is available during the defined examination window for a specified amount of time using Canvas and associated testing support services (if applicable). Please review the '[Student Help FAQs](#)' on the e-Learning website for assistance with Canvas. Students may not access examinations after submission but will see the grade posted in the course gradebook.

CONCENTRATION CLINICAL EXPERIENCE

Students complete clinical rotations (per selected area of concentration) under the direction of an AT Program clinical preceptor. Students must adhere to the Doctor of Athletic Training Program Academic Policies and Procedures regarding required clinical practice documentation (e.g., BOC, FLDOH, liability insurance, standing orders, ECC, Bloodborne Pathogens, HIPAA, and Confidentiality training certificates). Students must wear proper attire for clinical experience rotations (e.g., AT program collared shirt, khaki pants, belt, sneakers, and AT badge with UF ID showing current Flu Vaccination sticker). Preceptors will provide specific expectations during the initial meeting or orientation. Please review information within the Concentration Area Canvas course. Students complete a minimum of 120 and maximum of 140 hours during the semester as part of their

assigned Module for their Concentration (see Concentration Area Canvas shell). Preceptors provide an evaluation of the student and identify successful completion of expected learning outcomes for the module/rotation, including student professionalism and clinical aptitude. Students submit assignments, complete clinical expectations, and gather e-Portfolio materials for the Module within the Concentration Area Canvas Course. The Concentration Oversight Committee Chair completes an evaluation of student success regarding Module requirements. The Evaluation identifies the degree of student success towards completion of clinical hours, experiences, assignments, and module learning outcomes. Points earned under the Concentration Clinical Experience include verification of clinical documentation, submission of preceptor evaluation(s), completion of minimum clinical hours, and Concentration Oversight Committee Chair evaluation (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 (1)

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.

CRITICAL THINKING AND PARTICIPATION (13)

Preceptor-guided hours and assignments/projects captured within the Concentration Area Canvas course provide opportunities for growth and inquiry. Course participation, captured within Canvas, includes experiential learning content shared with the instructor. As part of a weekly assignment, students provide at least two shared thoughts, comments, or experiential learning highlights from their concentration. 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/or illustrate concepts and skills gained as part of the experiential learning process.

GRADING SCALE

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

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

Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

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

WEEKLY SCHEDULE (subject to modification)

The course progression will tentatively follow the schedule below:

Week	Dates	Topics	Assignments
1	January 11	Course Expectations and Concentration Module Information (Teaching & Leadership, Manual Therapy, Sport Performance and Orthopedics) Class: Meet in Yon Hall 11	Review Concentration Module (Canvas), Meet with Preceptor Self-Evaluation (Qualtrics) and Orientation Verification (Canvas) due January 15 at 11:59pm
2	January 18	Module Experience Clinical Preceptors: <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin 	Participation Week 1 due 11:59pm Individual Meetings with Instructor (Schedule TBC)
3	January 25	Module Experience Clinical Preceptors: <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin 	Participation Week 2 due 11:59pm Individual Meetings with Instructor (Schedule TBC)

4	February 1	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin 	<p>Participation Week 3 due 11:59pm</p> <p>Individual Meetings with Instructor (Schedule TBC)</p>
5	February 8	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin 	<p>Participation Week 4 due 11:59pm</p> <p>Individual Meetings with Instructor (Schedule TBC)</p>
6	February 15	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin 	<p>Participation Week 5 due 11:59pm</p> <p>Individual Meetings with Instructor (Schedule TBC)</p>
7	February 22	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin 	<p>Participation Week 6 due 11:59pm</p> <p>Individual Meetings with Instructor (Schedule TBC)</p>
8	March 1	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin <p>Class: Meet in Yon Hall II</p>	<p>National Athletic Training Month</p> <p>Participation Week 7 due 11:59pm</p> <p>MidSemester Evaluations (of Preceptor, from Preceptor) due in Canvas/Qualtrics March 5 at 11:59pm</p>
9	March 8	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown 	<p>Participation Week 8 due 11:59pm</p> <p>Individual Meetings with Instructor (Schedule TBC)</p>

		<ul style="list-style-type: none"> • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin 	
10	March 15	No Class – Spring Break	
11	March 22	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin 	Individual Meetings with Instructor (Schedule TBC)
12	March 29	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin 	<p>Participation Week 9 due 11:59pm</p> <p>Individual Meetings with Instructor (Schedule TBC)</p>
13	April 5	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin 	<p>Participation Week 10 due 11:59pm</p> <p>Individual Meetings with Instructor (Schedule TBC)</p>
14	April 12	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin <p>eLearning Examination (Lock Down Browser enabled) opens April 10 at 6am – due April 14 at 11:59pm</p>	<p>Participation Week 11 due 11:59pm</p> <p>Individual Meetings with Instructor (Schedule TBC)</p>
15	April 19	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown 	<p>Participation Week 12 due 11:59pm</p> <p>Individual Meetings with Instructor (Schedule TBC)</p>

		<ul style="list-style-type: none"> • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin <p>Reflection Paper due in Canvas Assignments Wednesday, April 26 at 11:59pm</p>	<p>DAT Program Evaluation Year I due in Qualtrics Sunday, April 30 at 11:59pm</p>
16	April 26	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership (3) – Dr. Chris Brown/Dr. Pattie Tripp • Sport Performance (3) – Dr. Chris Brown • Orthopedics (2) – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy (4) – Yolanda Lawrence/Christina Garvin <p>Class: Meet in Yon Hall II</p>	<p>Participation Week 13 due 11:59pm</p> <p>Reminder: Please complete the course evaluation https://ufl.bluera.com/ufl/</p>