

Clinical Techniques & Pharmacology for ATs II

ATR 7439c | 3 Credits | Fall 2025

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INSTRUCTOR

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OFFICE HOURS

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

MEETING TIME/LOCATION

Mondays 8:30am – 11:30am (periods 2 – 4)
Yon Hall 11

COURSE DESCRIPTION

Provides the Athletic Trainer with advanced clinical diagnostic skills to assess patients using medical evaluation procedures and employ appropriate and culturally sensitive therapeutic intervention or referral strategies for injury, illness, and emergent conditions.

PREREQUISITE KNOWLEDGE AND SKILLS

ATR 7438c Clinical Techniques and Pharmacology for Athletic Trainers I.

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. Recommended resources: Medical Conditions in the Athlete ISBN 978-1-4925-3350-4 and Cram Session in General Medical Conditions ISBN 978-1-5564-2948-4.

COURSE FORMAT

The course consists of information sharing through discussion and interactive/applied learning experiences for 3.0 contact hours per week. 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 Doctor of Athletic Training Program. Student participation is an important component of this course. Student participation is an important component of this course. To maximize the opportunity for class discussion, students should read the appropriate materials before class. Students will complete applied learning experiences and various assignments to ensure comprehension and application of advanced concepts within Athletic Training.

COURSE LEARNING OBJECTIVES:

1. **Design** comprehensive assessment and management strategies for patients with mental/emotional concerns, addictive behaviors, 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, etc.)
3. **Integrate** and **apply** proper communication and documentation used during an injury/illness assessment
4. **Apply** actual or simulated diagnostic and treatment procedures for appropriate patient outcomes (e.g., EKG, participation screening, mental health, disordered eating, etc.)
5. **Apply** clinical techniques and knowledge within the scope of practice for Athletic Trainers
6. **Discuss** cultural competency and awareness and **integrate** culturally relevant principles to optimize patient care.

Course & University Policies

UNIVERSITY ACADEMIC POLICES & RESOURCES

Please review the University Polices and Resources [HERE](#). Information contained on this page provides students details about attendance, disability resource center, grading, absences, course evaluations, honesty policy, and in-class recording; additional content includes academic and health/wellness related resources.

ATTENDANCE AND PARTICIPATION POLICY

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

PERSONAL CONDUCT POLICY

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

APPROPRIATE USE OF ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY POLICY

The UF Honor Code strictly prohibits [cheating](#). Within our course, *cheating* is the use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity's express consent or without proper attribution to the other person or Entity. Additionally, the use of any materials or resources through any medium, which the instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes *cheating*. In some instances, within this course, the use of AI tools will facilitate student development of skills and knowledge acquisition within the stated learning objectives. However, in other components, the use of any AI enabled tool in this course substantially compromises the student's ability to achieve the stated learning objectives. Each assignment and assessment will include a statement clarifying acceptable AI use for that respective learning assessment. When students opt to leverage AI tools to augment their submitted products, they must appropriately cite the tool(s) utilized. Further, students are accountable under the scope of the UF Student Honor Code & Conduct Code for the content of all work they submit (including the portions generated in part or whole by an external Entity—inclusive of AI). Thus, students should engage in active editorial and underwriting efforts to ensure the totality of the work submitted reflects their intentions and ethical values.

PLAGIARISM POLICY

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

EXAM AND ASSIGNMENT MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. Please notify the instructor via email as soon as practicable regarding planned absences. Please review the University [policies](#) regarding excused and unexcused absences. The instructor will provide accommodations in alignment with university policies to support student success for excused absences. The student is responsible for all academic expectations missed because of an absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online [catalog](#).

DEPARTMENT OF APPLIED PHYSIOLOGY & KINESIOLOGY ADMINISTRATORS

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

- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu
- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hnp.ufl.edu
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Anna Gardner (she/her), APK Undergraduate Coordinator, akgardner@ufl.edu

Grading

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

Evaluation Components	Percentage of Course Grade
Examinations (3)	60%
Assignments (12)	35%
Quizzes (5)	3%
Participation (9)	2%
Total Grade	100%

EXAMINATIONS (3)

Didactic content examinations (2), administered in Canvas, include approximately 75 – 150 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 discussion, text, and other supplemental resources provided in the course. Students may not use resources when completing examinations. 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.

Students will complete a **Practical Examination (1)** as part of the course. Administration of the practical examination includes Standardized Patients, hosted at the Harrell Medical Education Building in the Anaclerio Learning Center. The examination includes a patient encounter and post-encounter computer component. The technology team within the Anaclerio Learning Center records the practical examination. Practical Examination Assessment Method: The score reflects performance on the evaluation of history and physical examination (scored by the standardized patient and video assessment by faculty) and includes general attributes: communication, professionalism, and patient education. Students earn points based on accuracy of the History and Physical Examination, Diagnosis, and Initial Management/Documentation 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.). Additional details provided in Canvas.

ASSIGNMENTS (11)

Assignments (if collected in hard copy) are due at the onset of class on the due date assigned; for electronic submissions, please submit the assignment prior to the designated deadline as posted in Canvas. Please type all assignments unless otherwise stated in the directions. To earn points for submitted assignments, please submit them by the assigned deadline. For certain assignments, the instructor may accept late submissions. If accepted, the instructor will score the late submission using the appropriate rubric and then assign a late submission reduction (25% reduction if received <48 hours, 50% reduction if received 49 – 72 hours, 75% reduction if received 73 hours – 96 hours, and graded as a 0% if beyond 96 hours from submission deadline). To receive an excused absence for attendance, participation, and/or assignment, please notify me in advance if you have a planned absence, which may delay submission of an assignment. Students are responsible for all materials missed related to an absence. Students with an excused absence have make-up opportunities per university guidelines.

Students will complete the following Assignments throughout the semester:

Reflection Video (5): Students will complete a reflection video submission for Guest Speakers, Lab or Special Sessions as indicated in the course schedule. Each reflection video 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 reflection videos will depend on the length of the session/experience and may range from 25 points – 50 points each (e.g. clarity = 5 points, relevance = 5 points, analysis = 5 points, interconnections = 5 points, self-criticism = 5 points, and format = 5 points total score = 30 points). Please refer to Canvas for details submission instructions and expectations for depth and breadth of content shared within the reflection video.

Concept Review and/or Examination Review Assignments (6): Worksheets used to support discussion or simulated/scenario-based learning offers students the ability to reinforce knowledge and facilitate skill/content acquisition. Students earn points for accuracy of responses, practice of skills with lab partner (if applicable), and on time submission.

QUIZZES (5)

Quizzes will assess learning progress and promote retention of information from course content and discussion. Each quiz has a time limit, variable points awarded, and may include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). Quizzes may be both announced and unannounced. Students may use notes to complete quizzes administered using Canvas.

CRITICAL THINKING AND PARTICIPATION (9)

Discussion, including engagement and inquiry, and assignments within the course provide opportunities for growth and inquiry. Course participation, captured within Canvas as critical thinking questions or comments shared with the instructor, helps with concept assimilation and identification of areas requiring clarity. Failure to come to class "prepared" creates an ineffective environment for valuable exchange of information. To foster accountability with discussions, students will provide at least two questions or comments on dates indicated as "discussion" in the schedule. Students earn participations points by attending class, contributing to class through insightful discussion, and completing the shared questions or comments. Scoring for the critical thinking and participation component uses a 10-point scale rubric posted within Canvas (Excellent = 10 points, Good = 8 points, Reasonable = 6 points, Basic = 4 points, Bare Minimum = 2 points, and Unacceptable = 0 points) and evaluates submissions to capture the student's ability to define, describe, and/or illustrate concepts and skills gained as part of the learning process. Students may submit their questions or comments prior to the discussion date, but no later than 11:59pm on the day of the discussion. Additional details provided within Canvas.

Laboratory Experiences: Laboratory experiences conducted throughout the semester may occur in Yon Hall or off-site (e.g., UAA sports health clinic, FLG, Harrell Building). Details/specific requirements for lab experiences will be available on Canvas prior to the lab date. Students must wear proper attire (e.g., gym shorts, tank tops, sports bras, etc.) during all lab experiences.

GRADING SCALE

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

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

Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- August 21: First Day of Classes Fall Semester
- September 1: Labor Day Holiday (Monday)
- October 17 – 18: Homecoming Weekend (Friday – Saturday)
- November 11: Veteran’s Day (Tuesday)
- November 24 – 28: Thanksgiving Break (Monday – Friday)
- December 4 – 5: Reading Days (Thursday – Friday)

WEEKLY SCHEDULE (subject to modification)

The course progression will tentatively follow the schedule below:

Week	Dates	Topics	Assignments
1	August 25	Course Expectations – Syllabus Review and Canvas Resources Discussion: Overview of Medical Examination Techniques and Review Principles of Pharmacology	Participation Questions due 11:59pm Clinical Pharmacology Review (due September 8 at 11:59pm)
2	September 1	Labor Day Holiday (No Classes)	
3	September 8	Discussion (with lab): Respiratory System Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm Respiratory Lab Worksheet due 11:59pm Quiz #1: Respiratory due September 16 at 11:59pm
4	September 15	PETA Lab Experience – Anaclerio Learning and Assessment Center at the Harrell Medical Education Building Student Resources (OPETA videos): Center for Experiential Learning and Simulation	Reflection Video due 11:59pm September 21
5	September 22	Discussion (with lab): Cardiovascular System Overview of Conditions, Clinical	Participation Questions due 11:59pm

		Assessment, Management (Referral, Additional Testing, Medications), and Clinical Presentation (review auscultations, EKG) <i>*Case Review Examples*</i>	Cardiovascular Lab Worksheet due 11:59pm Quiz #2: Cardiovascular due September 29 at 11:59pm
6	September 29	Part 1 Gastrointestinal and Part 2 Genitourinary Discussion: Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm Quiz #3: GI and Genitourinary due October 6 at 11:59pm
7	October 6	Part 1: Eyes and Part 2: Ears, Nose, and Throat Discussion (with lab): Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm Quiz #4: EENT due October 13 at 11:59pm
8	October 13	Part 1: Systemic Disorders and Part 2: Infectious and Communicable Disease (includes Dermatology) Discussion: Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm Quiz #5: Systemic Conditions, Infectious Disease, and Dermatology due October 20 at 11:59pm
9	October 20	Lab Experience: Practice/Review Standardized Patients	Participation Questions due 11:59pm Exam I Review Worksheets (Part 1 and Part 2) due October 20 at 11:59pm
10	October 27	Practical Exam (Standardized Patients) – Anaclerio Learning Center at the Harrell Medical Education Building <i>Standardized Patient Experience Debrief (post-encounter in ALC Classroom)</i>	E-Learning Exam I Part 1 and Part 2 (Honorlock) Opens October 21 at 6:00am – Closes October 26 at 11:59pm
11	November 5	Discussion: Psychological Well-Being Overview of Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm (Psychological Well-Being)
12	November 10	Discussion: Patient Centered Care and Patients with Different Abilities Overview of Concepts/Terminology, Conditions, Clinical Assessment, and Management (Referral, Additional Testing, Medications)	Participation Questions due 11:59pm (Patient Centered Care)

13	November 17	<p>Guest Speaker – Addressing the needs of Patients with Differing Abilities 8:30am – 10:00am</p> <p>Guest Speaker – Relative Energy Availability in Sport 10:00am – 11:30am</p>	<p>Reflection Video (Differing Abilities) due 11:59pm November 18</p> <p>Reflection Video (REDS) due 11:59pm November 18</p>
14	November 24	Thanksgiving Holiday Break (No Classes)	<p>Reminder: Please complete the course evaluation https://ufl.bluer.com/ufl/</p>
15	December 1	<p>Guest Speaker – Part 1 Patient Centered Care 8:30am – 10:00am</p> <p>Guest Speaker – Part 2 Patient Centered Care 10:00am – 11:30am</p>	<p>Reflection Videos (Part 1 and Part 2) due 11:59pm December 2</p> <p>Exam II Review Worksheet due December 2 at 11:59pm</p> <p>E-Learning Exam II Part 1 and Part 2 (Honorlock) Opens December 7 at 6:00am – Closes December 12 at 11:59am</p>