

Advanced Clinical Experience I

ATR 7818c | 3 Credits | Fall 2025

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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

Mondays 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

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
Concentration Clinical Experience	65%
Examination (1)	15%
Reflection Video (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 (25 points professionalism, 25 points communication, and 50 points assignments completed within 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 VIDEO (1)

Students complete a reflection video evaluating the Concentration Area experience and successful completion of learning outcomes for the module. **Format and Expectations:** In 5 – 7 minutes, 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 organize the video so it flows – **Introduction, Reflection, Conclusion, Clinical Application, and Feedback**. In the **Clinical Application** section, please discuss the component of the rotation(s), 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 (supplemental document as part of the submission). 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 Video includes: 50% of point awarded for answering questions completely and with sufficient detail, 10% points possible awarded for format (e.g., time, organization, flow) 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. To earn points for submitted participation, please submit information by the assigned deadline. 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). The instructor will assign participation points (see dates in Syllabus for deadlines) using 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). The scoring rubric captures 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 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 and Concentration Module Information (Teaching & Leadership, Manual Therapy, Sport Performance and Orthopedics) Class: Meet in Yon Hall II	Review Concentration Module (Canvas), Meet with Preceptor Self-Evaluation (Qualtrics) and Orientation Verification (Canvas) due August 31 at 11:59pm
2	September 1	Module Experience Clinical Preceptors: <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin 	Participation Week 1 due 11:59pm

3	September 8	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin 	Participation Week 2 due 11:59pm
4	September 15	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin 	Participation Week 3 due 11:59pm
5	September 22	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin 	Participation Week 4 due 11:59pm
6	September 29	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin 	Participation Week 5 due 11:59pm
7	October 6	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin 	Participation Week 6 due 11:59pm MidSemester Evaluations (of Preceptor, from Preceptor) due in Canvas/Qualtrics October 12 at 11:59pm
8	October 13	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin <p>Class Meeting (synchronous)</p>	Participation Week 7 due 11:59pm
9	October 20	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin 	Participation Week 8 due 11:59pm

10	October 27	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin 	<p>Participation Week 9 due 11:59pm</p>
11	November 3	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin 	<p>Participation Week 10 due 11:59pm</p>
12	November 10	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin 	<p>Participation Week 11 due 11:59pm</p> <p>Veteran’s Day Holiday – November 11 (No Classes)</p>
13	November 17	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin <p>Class Meeting (synchronous)</p>	<p>Participation Week 12 due 11:59pm</p> <p>eLearning Examination (Lock Down Browser enabled) opens November 17 at 6am – due November 23 at 11:59pm</p>
14	November 24	<p>Thanksgiving Holiday Week – No Classes</p>	
15	December 1	<p>Module Experience Clinical Preceptors:</p> <ul style="list-style-type: none"> • Teaching & Leadership – Dr. Joslyn Ahlgren • Sport Performance – Dr. Chris Brown • Orthopedics – Dr. Brady Tripp/Cassie Winkfield • Manual Therapy – Christina Garvin <p>Reflection Video due in Canvas Assignments Wednesday, December 3 at 11:59pm</p>	<p>Participation Week 13 due 11:59pm</p> <p>End of Semester Evaluations (from Preceptor, of Preceptor/Site) due in Qualtrics/Canvas Assignments December 3 at 11:59pm</p> <p>Reminder: Please complete the course evaluation https://ufl.bluera.com/ufl/</p>