

# Leadership & Mentoring in Athletic Training

ATR 7509 | 3 Credits | Spring 2026

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## Course Info

### INSTRUCTOR

Patricia M. Tripp, PhD, LAT, ATC CSCS, CES  
Clinical Professor  
Associate Director, Doctor of Athletic Training Program  
Office Location: FLG 160  
Office Phone: 352.294.1729  
Email: [pmeginn@hhp.ufl.edu](mailto:pmeginn@hhp.ufl.edu) (*preferred method of contact*)  
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 8:30am – 11:30am (periods 2 – 4)  
Yon Hall 3

### COURSE DESCRIPTION

Provides Athletic Trainers with specific knowledge of learning theories, teachings methods, clinical transition to practice, and the role of mentorship and professional engagement in athletic training.

### PREREQUISITE KNOWLEDGE AND SKILLS

Admission into the Doctor of Athletic Training program.

### 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. Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

### COURSE FORMAT

The course consists of information sharing through discussion, lecture, 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 success within the Doctor of Athletic Training Program. 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. Examine leadership and management concepts, including characteristics, strategies, and styles, which influence athletic training clinical practice.
2. Appraise various methods of teaching, learning, and clinical mentorship employed by athletic trainers and/or healthcare providers.
3. Discuss employment trends influencing job satisfaction and retention within the profession (e.g., professional and personal goals, priorities, and career milestones)
4. Examine the influence of effective communication skills, quality teamwork, and positive inter-professional relationships on patient care outcomes.
5. Identify and discuss the benefits of professional engagement, networking, and advocacy for athletic trainers.

## 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](mailto:vcourt@ufl.edu)
- Dr. Demetra Christou (she/her), APK Department Vice Chair, [ddchristou@hhp.ufl.edu](mailto:ddchristou@hhp.ufl.edu)
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, [rachaelseidler@ufl.edu](mailto:rachaelseidler@ufl.edu)
- Dr. Anna Gardner (she/her), APK Undergraduate Coordinator, [akgardner@ufl.edu](mailto: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 (2)	50%
Assignments (10)	45%
Participation (6)	5%
Total Grade	100%

## EXAMINATIONS (2)

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.

## ASSIGNMENTS (10)

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 (6):** 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.

**Leadership and Professional Responsibility Assignments (4):** Students will complete assignments within the areas of Leadership Styles, Diversity, Mentoring and Role Models, and Communication to foster cognition, integration, and application of learned material. Specific guidelines and instructions, including formatting, submission deadlines, and grading rubrics will be available in Canvas.

Assignments will align with learning outcomes for the course and specific content areas outlined within the course schedule.

## **CRITICAL THINKING AND PARTICIPATION (6)**

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.

## **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](#)

## **Weekly Course Schedule**

### **CRITICAL DATES & UF OBSERVED HOLIDAYS**

- January 19: Martin Luther King, Jr. Day (Monday)
- March 16 – 20: Spring Break (Monday – Friday)
- April 23 – 24: Reading Days (Thursday – Friday)

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 SCHEDULE (subject to modification)

The course progression will tentatively follow the schedule below:

Week	Dates	Topics	Assignments
1	January 12	Course Expectations – Syllabus Review and Canvas Resources <b>Discussion:</b> Leadership and Professional Responsibility (Domain 5)	Participation due 11:59pm
2	January 19	No Classes – MLK, Jr. Observation Day	
3	January 26	<b>Discussion:</b> Leadership (Skills, Styles, Characteristics)	Participation due 11:59pm  Leadership & Professional Responsibility (Leadership Styles) Assignment due February 3 at 11:59pm
4	February 2	<b>Discussion:</b> Leadership (Roles, Responsibilities, Modeling)	Participation due 11:59pm  Leadership & Professional Responsibility (Leadership Modeling) Assignment due February 10 at 11:59pm
5	February 9	<b>Discussion:</b> Mentorship (Roles, Value)	Participation due 11:59pm  Leadership & Professional Responsibility (Mentoring and Role Models) Assignment due February 17 at 11:59pm
6	February 16	<b>Discussion:</b> Communication (Respect, Core Values, Giving Feedback)	Participation due 11:59pm  Leadership & Professional Responsibility (Communication) Assignment due February 24 at 11:59pm
7	February 23	<b>Discussion:</b> Teaching & Learning (Styles, Adult Learning, Teaching Methods, Preceptor Roles, and Responsibilities)	Participation due 11:59pm
8	March 2	e-Learning Exam Review activity (please bring laptop/tablet)	
9	March 9	e-Learning Exam I (please bring laptop/tablet)	
10	March 16	No Class – Spring Break	<b>Note:</b> DAT Program Comprehensive Examination March 24 and March 26
11	March 23	Guest Speaker (8:30am – 10:00am): Inter-professional Leadership  <b>Discussion:</b> Collaborative Care in Athletic Training	Reflection Video due March 27 at 11:59pm

12	March 30	<p><b>Guest Speaker (8:30am – 10:30am):</b> Teamwork and Quality Improvement in Athletic Training</p> <p><b>Guest Speaker (10:30am – 11:30am):</b> Engagement, Professional Responsibility, and Advocacy</p>	<p>Reflection Video due April 1 at 11:59pm</p> <p><b>Note: DAT Program Concentration Examinations due April 3</b></p>
13	April 6	<p><b>Guest Speaker (8:30am – 10:00am):</b> Mentoring and Coaching – Getting There from Here</p> <p><b>Guest Speaker (10:30am – 11:30am):</b> Adapting to Change Successfully (Work-Life Harmony)</p>	<p>Reflection Video (2) due April 7 at 11:59pm</p>
14	April 13	<p><b>Guest Speaker (8:30am – 10:00am):</b> Quality Assurance in Athletic Training</p> <p><i>e-Learning Exam Review activity (please bring your laptop/tablet)</i></p>	<p>Reflection Video due April 14 at 11:59pm</p> <p>Reminder: Please complete the course evaluation <a href="https://my-ufl.bluera.com/">https://my-ufl.bluera.com/</a></p>
15	April 20	<b>e-Learning Exam II (please bring your laptop/tablet)</b>	