

# Administration in Athletic Training

ATR 7519 | 3 Credits | Spring 2026

Course Info

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## INSTRUCTOR

Patricia M. Tripp, PhD, LAT, ATC CSCS, CES  
Clinical Professor  
Associate Director, Doctor of Athletic Training Program  
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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 8:30am – 11:30am (periods 2 – 4)  
Yon Hall 11

## COURSE DESCRIPTION

Offers Athletic Trainers an in-depth examination of the standards, policies, and practices of a healthcare organization; allowing for safe, effective, and quality patient care. Discussions will include current topics related to professional development, credentialing, and legislative issues.

## 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. Analyze and interpret data from organizational and individual outcome assessment measures (e.g., patient reported outcome measures, injury incidence) for quality improvement.

2. Examine professional responsibility and regulatory influence for athletic training practice (e.g., ethical, legal, and legislative issues).
3. Evaluate and develop policies and procedures to support best practices in the delivery of athletic training services (e.g., critical incident management, drug testing, human resources).
4. Discuss and examine documentation procedures for compliant and evidence-based delivery of athletic training services (e.g., standards of professional practice, third party reimbursement, value models).
5. Examine management principles required to deliver quality healthcare, including assessment of and compliance with facility safety standards and strategic planning (e.g., creation of a vision, a mission, core values, and goals).

## Course & University Policies

### UNIVERSITY ACADEMIC POLICIES & 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.

Item	Percentage
Examinations (2)	50%
Assignments (10)	45%
Participation (7)	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  $\leq$  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.

**Healthcare Administration and Professional Responsibility Assignments (4):** Students will complete assignments within the areas of Human Resources, Facility Management, Continued Professional Development, Policies & Procedures, and Regulatory Issues 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 (7)**

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 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 14	Course Expectations – Syllabus Review and Canvas Resources  <b>Discussion:</b> What is Domain 5?	Participation due at 11:59pm
2	January 21	<b>Discussion:</b> Strategic Planning (Vision, Mission, SWOT, Core Values, and Goals)	Participation due at 11:59pm
3	January 28	<b>Discussion:</b> Human Resources (Hiring Practices, Resume/CV, Job Description, Interviewing, Benefits)	Participation due at 11:59pm Healthcare Administration & Professional Responsibility Assignment (Human Resources) due February 5 at 11:59pm
4	February 4	<b>Discussion:</b> Facility Management (BOC Facility Document, OSHA), Design/Planning, Inventory, Purchasing, and Budgets	Participation due at 11:59pm Healthcare Administration & Professional Responsibility Assignment (Facility Management) due February 19 at 11:59pm
5	February 11	<b>Discussion:</b> Professional Development – Mind the Gap (BOC Continued Professional Competence and BOC Approved Provider Activities; BOC PAv8)  Please sign up for your Professional Development Assignment topics by February 13	Participation due at 11:59pm Healthcare Administration & Professional Responsibility Assignment (Professional Development) due March 22 at 11:59pm
6	February 18	<b>Discussion:</b> Clinical Policy Development, Evaluation, and Modification (Guiding Principles for AT Policy and Procedure Development – BOC)	Participation due at 11:59pm
7	February 25	<b>Discussion:</b> Clinical Policy Development, Evaluation, and Modification (the Role of Consensus and Position Statements; Strategic Alliance – BOC PAv8)	Participation due at 11:59pm Healthcare Administration & Professional Responsibility Assignment (Clinical Policy Development) due March 5 at 11:59pm
8	March 4	<b>Discussion:</b> Legislative Issues (State Level, National Level), Regulatory Requirements (Operational Protocols, Telehealth)  <i>e-Learning Exam Review activity (please bring laptop/tablet)</i>	
9	March 11	<b>e-Learning Exam I (please bring laptop/tablet)</b>	

10	March 18	No Class – Spring Break	<b>Note: DAT Program Comprehensive Examination March 24 and March 26</b>
11	March 25	<p><b>Guest Speaker:</b> Legal and Ethical Considerations in Athletic Training</p> <p><b>Resource Page:</b> Professional Responsibility and Practice Expectations (Legal Digest)</p> <p><b>*Note for Guest Speaker:</b> Translating Standards (NCAA) into Policy for Compliance and Risk Mitigation [Note: presenting March 23 after ATR 7509 session]</p> <p><b>Resource Page:</b> Applying Clinical Policy Standards into Practice</p>	<p>Reflection Video due March 27 at 11:59pm</p> <p>*Reflection Video due March 27 at 11:59pm</p>
12	April 1	<p><b>Guest Speaker:</b> 8:30am – 10:15am Patient Reported Outcome Measures (Implementation, Data Capture, Utilization, Quality Improvement)</p> <p><b>Resource Page:</b> Data Collection and Patient Care Outcomes</p> <p><b>Guest Speaker (10:30am – 11:30am):</b> Value Models for Athletic Trainers [Data Mining and Patient Care]</p> <p><b>Resource Page:</b> Value Models and Advocacy in Athletic Training</p>	<p>Reflection Video (2) due April 2 at 11:59pm</p> <p><b>Note: DAT Program Concentration Examinations due April 3</b></p>
13	April 8	<p><b>Guest Speaker (9:00am – 11:30am):</b> Advanced Clinical Documentation and Third-Party Reimbursement Initiatives</p> <p><b>Discussion:</b> Advanced Documentation (Liability, Telehealth, Revenue – Third Party Reimbursement Initiatives)</p>	<p>Reflection Video due April 9 at 11:59pm</p>
14	April 15	<p><b>Guest Speaker (8:30am – 10:00am):</b> Performance Evaluations and Employee Expectations for Success</p> <p><b>Resource Page:</b> Impact of Performance Evaluations on Promotion/Career Advancement</p> <p><i>e-Learning Exam Review activity (please bring laptop/tablet)</i></p>	<p>Participation due at 11:59pm</p> <p>Reflection Video due April 16 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 22	<b>e-Learning Exam II (please bring laptop/tablet)</b>	