KINE 5234: Clinical Reasoning and Decision Making
Summer 2020

Instructor Information
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Office Hours: By appointment

Course Information
Section Information:
KINE 5234-001

Time and Place of Class Meetings:
- **First 5 weeks** of term will include intensive participation in a Virtual AT Clinic where you will interact with students, faculty, and preceptors from University of Virginia, James Madison University, Old Dominion University, Indiana State University, and other outside organizations.
- **Second 6 weeks** will be facilitated by Dr. A and Dr. T and will involve virtual course meetings using Canvas and Microsoft Team Channel to deliver content. Learning will be asynchronous and synchronous throughout the course.
  - Course content will be posted beginning Monday of each week. The course week is defined as Monday – Sunday.

Description of Course Content:
This course is designed to provide an understanding and application of theories and frameworks to clinical decision making. Students will work toward becoming an effective practitioner, able to make clinical decisions by studying clinical situations and how health care professionals make clinical decisions. Emphasis will be placed on problem solving strategies, decision making and evidence-based rationale. Clinical reasoning will be developed while integrating knowledge and skills in management of complex clinical conditions using scientific and contemporary evidence-based clinical knowledge. Prerequisite: Admission into MSAT Program.

Student Learning Outcomes:
*By the completion of this course, students will be able to:*
1. Collaborate and communicate effectively with student peers, athletic training professionals, and other stakeholders.
2. Explore and devise clinical reasoning habits to develop sound, appropriate, and timely clinical practice patterns.
3. Conduct an examination, formulate a diagnosis, and design a care plan (including discharge) for a patient with a complex case of the lower extremity using evidence-informed and patient-centered principles.
4. Use best practices in telemedicine to facilitate patient care
5. Self-reflect and self-assess upon learning experiences to identify how to adapt personal self-development goals.
6. Identify methods to apply concepts and skills learning within the virtual clinic to integrating evidence-informed practice behaviors into future clinical practice.
Course Requirements:

**Virtual Clinical Education Clinic:** During Summer 2020 (June 8th-July 9th), professional students will engage in a Virtual AT Clinic opportunity where they will manage patient cases with the goals of practicing clinical reasoning strategies, designing and acting out several hypothesis-driven case scripts for simulation, managing several simulated patients in a progressive SP that includes at least three time points for each patient, and interacting with mentors in mini-encounters to discuss and practice skills related to athletic training clinical practice including telemedicine, communication skills, mental health, etc. Students will also interact with a variety of peers and athletic training professionals. Students will be required to complete the following on the UVA Canvas Learning Management System:

1. Reflective Journals (weekly)
2. Cooperative Learning Assessments
3. Confidence Scale
4. Student Assessment of Mentors

Following the 5-wk virtual clinic, students will have the opportunity to resubmit all assignments to the course faculty for feedback. Rubrics will be used to assign point values to assignments and these rubrics will be available after the 5-wk clinic.

**Assignments:** Additional assignments will be given to supplement learning activities throughout the semester. Assignments will be provided on the course Canvas page.

1. **Standardized Case Scripts (4-5):** Building on the knowledge gained through the Virtual Clinic, students will create progressive SP cases for the final 6-wks of the course. Students will also need to create 1 SP case for the Year 1 students.
2. **Reflective Journals (4-5):** Students will be required to reflect on their clinical practice related to SP encounters
3. **Debrief 101: Conducting an SP Debrief:** Students will be responsible to organize and facilitate an SP debrief session
4. **Reflective Experience Presentation:** This presentation will reflect on the course and provide a plan for continued student/professional growth

**Grading Information (subject to change)**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent Value</th>
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<tbody>
<tr>
<td>Virtual Clinical Education Clinic</td>
<td>50%</td>
</tr>
<tr>
<td>Weekly Reflective Journals</td>
<td></td>
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<tr>
<td>Cooperative Learning Assessments</td>
<td></td>
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<tr>
<td>Confidence Scale</td>
<td></td>
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<tr>
<td>Student Assessment of Mentors</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

A = 90%
B = 80%
C = 70%
D = 60%
F = <60%

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. An academic digression report will be completed if key assessments (quiz averages, tests, and practical exams) fall below a 75%. These academic digression reports will be filled out by instructor, reviewed with student, and filed with Program Director. Academic digressions are not meant to be punishment but are to make the student aware of academic shortfalls in the AT Program.

**Submission of Course Materials**

Any course work submitted during class time or another course’s scheduled time will result in the grade of a zero for that assignment, quiz, etc. Doing class work in other courses is unacceptable.
All course materials should be completed independently unless indicated as a group assignment by the course instructors. Any suspected collusion or cheating on a course requirement will be reported to the Office of Student Conduct for review, which may be accompanied by a grade change and/or disciplinary actions.

Late submissions – No late submissions will be accepted, unless arranged in advance with the instructor.

Incomplete Assignments/Submissions – It is expected that all assignments are completed according to the instructions. Failure to complete the assignment according to the instructions, will result in the grade of a zero for that assignment.

Complete/Incomplete Assignments – At the discretion of the instructor, certain assignments may be graded using the Complete/Incomplete grading system. Assignments submitted on time and in accordance with the assignment instructions, will be given a Complete grade. Those assignments which do not meet these standards, unless otherwise discussed with the instructor, will be given an Incomplete grade. No partial credit will be awarded.

Early submission for instructor feedback – Students are engaged to communicate with the instructor regarding general feedback on assignments prior to the due date. The decision whether to provide feedback is at the instructor’s discretion. Any student wishing to submit an assignment for review, must first seek permission to do so from the instructor and second, submit the draft via email or Teams chat, no later than 7 days prior to the due date. Assignments spanning the entire semester may be submitted twice (2) for review, with a minimal of 30 days between submission. Smaller assignments may be submitted only once.

Expectations for Class Study in an Online Environment
A general rule of thumb is that for every credit hour earned, a student should spend 2-3 hours per week working outside of class for classes which meet face-to-face. Hence, a 2-credit course might have a minimum expectation of 4-6 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

In an online environment, the same principle holds true. For every 1 credit hour of direct contact, a student might have a minimum expectation of 2-3 hours per week of indirect content. For the purposes of this class, direct content is defined as reviewing posted videos, articles, external resources, ppts, discussion boards, attending guest presentation, live sessions, etc. Indirect contact includes reading assignments, completion of class assignments, preparing for exam/quiz, etc.

Student Expectations in an Online Environment
• Be involved and active in your course.
• Be highly motivated and disciplined.
• Check the course homepage, calendar and assignment page, the course syllabus, your UTA email, the course discussion board, and Microsoft Teams several times a week.
• Post the required comments and responses to the discussion board for your course.
• Keep up with your assignments and online quizzes/exams (as applicable) and manage your time well. These quizzes test your knowledge and comprehension of the new content.
• Participate actively in class discussions.
• Practice "Netiquette" ([http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)) in discussion board postings and emails. Be polite and respectful. Use good grammar and correct spelling. Don't write in all caps (it feels like you're shouting) and sign your name.
• Meet the course deadlines. The courses are not self-paced.
• Be honest and original. Plagiarism will not be tolerated in any online course. View the Plagiarism Policy.

The Do’s and Don’ts for success:
• Do set aside a specific time during the day for this course--the best time that fits your schedule.
• Use this time for preparation and for participation (reading, studying, posting messages, completing assignments, taking quizzes).
• Do check in and contribute to the class several times a week. By doing this you will keep engaged, on-track, and moving steadily toward your goal!
• Do remember there are people here to help you to be successful in online learning.
• Don't put off the work! You need to keep up so you can more effectively participate in group and class discussions.
• Don't be afraid to ask questions. There are probably several others who are wondering the same thing.

Academic Digressions
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. An academic digression report will be completed if key assessments (quiz averages, tests, practicals, OSCEs, etc) fall below 75%. These academic digression reports will be completed by the instructor, reviewed with the students, and filed with the Program Director. Academic digressions are not meant to be punishment, but are to make the student aware of academic deficits in the AT program.

Grade Grievances
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see Graduate Grading Policies. For student complaints, see Student Complaints.

Course Policies
Cell Phones and Other Technology: The use of cell phones and text messaging, including on computers are strictly forbidden during synchronous class time and/or presentations, except when their use is part of a learning activity. The use of cell phones and other disruptive behaviors may result in dismissal from the class. Technology use in the class must be for the sole purpose of enhancing the teaching and learning process.

Professionalism: Professionalism includes the following: punctuality, no cell phone use, and appropriate communications (e.g. e-mail, phone, etc.). Students should arrive before class meetings begin and leave only after the instructor has dismissed the class. Cell phones should be turned off and put away during the entirety of class, except in cases in which they are being used for learning activities. Appropriate communications (e-mail, phone, etc.) include using salutations and appropriate grammar, language, and tone in e-mail and personal communications.

Proper terminology – Using proper athletic training terminology helps eliminate confusion or inconsistencies when explaining the AT’s role in health care. It is important for students to develop a habit of using proper terminology, therefore students are expected to do so when speaking and writing about athletic training. The use of “trainer”, “training room”, or similar phrases in course work will not be accepted and will result in a 1-point deduction on the assignment for each. Shortening “athletic trainer” to AT is acceptable. Refer to the NATA for proper athletic training terminology.

MSAT Retention Criteria
MSAT students’ academic and clinical progress will be closely monitored each semester. In order to remain in the MSAT program, students must:
1. Maintain a cumulative GPA of 3.0 or higher.
2. Maintain a 3.0 GPA or higher in athletic training core courses.
3. Students may not earn a “C” grade or lower in any required course containing AT education competencies. Students who earn a grade of “C” or lower in any required course must meet with their academic advisor and petition to continue in the MSAT Program.
   a. Any student who fails to meet the retention criteria will be placed on probation in the MSAT program. If standards are not met by the end of the probationary period, the student will be dismissed from the program.
   b. If allowed to repeat a course, the student must earn a grade of B or higher in order to remain in the program. Students will not be allowed to continue in the program until the course is repeated with a grade of a B or
higher. For example, if a student earns a “C” in a course only offered in the fall semester, he/she must wait until the course is offered again (the next fall) before proceeding in the program.

c. Failure to repeat the course or earn a grade of “B” or better, will result in dismissal from the program.

d. Students who do not gain good academic standing with the program in the semester following completion of the probation semester will be academically dismissed.

e. A student who has been dismissed for failure to maintain a GPA 3.0 may petition the AT Faculty Committee to continue in the program. See section below concerning petitions*.

4. Adhere to professionalism standards and documents cited in the MSAT Policies and Procedures Manual including but not limited to: the university’s academic integrity policies, the NATA Code of Ethics, the BOC’s Standards of Practice, course syllabi, to the MSAT Policies and Procedures Manual, and to policies/regulations established at each assigned clinical site. Students with three professional conduct/digression reports may be suspended or dismissed from the program. If students have a history of professional conduct or behavior issues, with a written record of conduct warning or digression reports, and earn a “C” in a course, the student will be required to meet with the faculty to determine if the student can continue.

a. For minor professionalism infractions, the faculty/staff/preceptor will complete “Student Conduct Warning” form. If a student obtains 3 of these, he/she will be dismissed from the program (3 strike and you’re out rule).

b. For major professionalism offenses (serious offenses such as a confidentiality breach, etc.) a Student Conduct Digression Report will be completed the student may be dismissed from the program depending on the nature of the offense. The Athletic Training Program faculty committee will make the determination on whether or not the student can repeat the course and continue in the program.

*Petitions to Continue in the MSAT Program

Students who wish to submit a petition to continue in the MSAT Program must meet with their Academic Advisor. During that meeting, students should be prepared to discuss how/why plans to regain good academic standing during the probation semester were not successful and develop a specific plan for improvement. The student is responsible for submitting the petition to the MSAT program director. The student’s petition to continue in the MSAT program will be reviewed by the Athletic Training faculty committee. If the committee agrees to approve the student’s petition to continue, the Academic Advisor will work with the student to review/revise the student’s degree plan and assist with clearing the student for enrollment.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule
**Tentative Course Schedule (Subject to Change)**

*As the instructor of this course, I reserve the right to adjust the schedule in any way that serves the educational needs of the students enrolled*

-Dr. Cindy Trowbridge & Dr. Adam Annaccone

**Week #1 June 8-14**

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activities and Experience Tracking</th>
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<tbody>
<tr>
<td><strong>Sun 6/7</strong></td>
<td><strong>On own time:</strong></td>
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<tr>
<td></td>
<td>• Students watch a video that provides a big overview of the Virtual AT Clinic, mini encounters, and tour of the Canvas site (30 min).</td>
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<td>• Baseline Assessments:</td>
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<td>o Student Confidence Assessment - Baseline (Qualtrics Link)</td>
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<td><strong>Mon 6/8</strong></td>
<td><strong>Together:</strong></td>
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<td></td>
<td>• Students more detailed description and overview of virtual clinic including mini encounters (20-30 min)</td>
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<td>• Subgroups break out for quick meeting and introductions (30 min)</td>
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<td>o Students create group expectations document</td>
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<td>o Students receive assigned cases (condition) and are given time for Q and A</td>
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<td><strong>On own time:</strong></td>
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<td>• Review short video descriptions of case template and requirements; review preceptor video describing the setting that the student has been assigned (30-45 min)</td>
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<td><strong>Tue 6/9</strong></td>
<td><strong>Together:</strong></td>
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<td>• Students meet with DAT mentors and faculty member to learn how to build a progressive SP encounter (1 hour)</td>
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<td><strong>On own time:</strong></td>
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<td>• Students review the video description and requirement for the mini encounter that will occur with the assigned preceptor (30 min)</td>
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<td>o Topic: mental health check and diMin-Encounter Discussion</td>
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<td>• Reach out to mini encounter preceptor to schedule mini-encounter for Thursday</td>
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<td><strong>Wed 6/10</strong></td>
<td><strong>On own time:</strong></td>
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<td></td>
<td>• Prep for mini encounter by watching short lesson video (15-20 minute refresher and resources) on Canvas</td>
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<td></td>
<td>• Start developing progressive SP case</td>
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<td><strong>Thur 6/11</strong></td>
<td><strong>Together with preceptor:</strong></td>
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<td>• Complete mini-encounter (10 minute interaction with preceptor and 10 minute feedback debrief) with preceptor/faculty. Use 10 minutes to ask Q and A of preceptor about case development (authenticity check #1). Each mini encounter is recorded and posted on Canvas by student.</td>
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<td><strong>On own time:</strong></td>
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<td></td>
<td>• Post mini-encounter into Typhon/EValue (20 min)</td>
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<td></td>
<td>• Students post discussion board #1 (20-30 min)</td>
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<td></td>
<td>• Continue developing progressive SP case</td>
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<td><strong>Fri 6/12</strong></td>
<td><strong>Together:</strong></td>
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<td>• Meet with learning group and faculty mentor at designated time and complete check-in and Q and A about the week’s activities (1 hour)</td>
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<td><strong>On own time:</strong></td>
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<tr>
<td></td>
<td>• Continue developing progressive SP case</td>
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<td><strong>Sat/ Sun</strong></td>
<td><strong>On own time:</strong></td>
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<td></td>
<td>• Continue developing progressive SP case</td>
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<td></td>
<td>• Students post draft #1 of case on Canvas for DAT mentor/fellow student review by midnight on Saturday</td>
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<td>• Students respond to group discussion board</td>
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<td></td>
<td>• Students complete weekly reflective journal #1</td>
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*S = student; F = faculty; P = preceptor; DAT = DAT student*
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<tr>
<th>Date</th>
<th>Learning Activities and Experience Tracking</th>
</tr>
</thead>
</table>
| Mon 6/15 | **On own time:**  
• Students review feedback and work on the progressive case.  
• Prep for mini encounter (delivering bad news) by watching short lesson video (15-20 minute refresher and resources) on Canvas  
• Reach out to mini encounter preceptor to schedule mini-encounter for Wednesday |
| Tue 6/16 | **Together:**  
• Students meet with DAT mentors and faculty member to discuss case development and to receive general feedback. Students receive information on increasing fidelity, authenticity and moulage. (1 hour)  
**On own time:**  
• Continue developing progressive SP |
| Wed 6/17 | **Together with preceptor:**  
• Complete mini-encounter (10 minute interaction with preceptor and 10 minute feedback debrief) with preceptor/faculty. Use 10 minutes to ask Q and A of preceptor about case development (authenticity check #1). Each mini encounter is recorded and posted on Canvas by student.  
**On own time:**  
• Post mini-encounter into Typhon/EValue (20 min)  
• Continue developing progressive SP case |
| Thur 6/18 | **On own time:**  
• Submit case for review by preceptor (for authenticity), DAT student, and faculty mentor.  
• Students post discussion board #2. (20-30 min) |
| Fri 6/19 | **Together:**  
• Meet with learning group and faculty mentor at designated time and complete check-in and Q and A about the week’s activities (1 hour)  
  ○ Students are provided new learning group information  
**On own time:**  
• Student initiates email to new learning group members to schedule telemedicine visits  
• Student edits case based on feedback from mentors |
| Sat/Sun | **On own time:**  
• Students submits final case on Canvas  
• Students respond to group discussion board  
• Students complete weekly reflective journal #2 |

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<tr>
<th>Date</th>
<th>Learning Activities and Experience Tracking</th>
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| Mon 6/22 | **On own time:**  
• Students prepare for progressive SP encounter  
• Prep for mini encounter (presenting a case to a physician/HCP) by watching short lesson video (15-20 minute refresher and resources) on Canvas  
• Reach out to schedule mini encounter with preceptor  
**Together:**  
• Students meet with DAT mentors and faculty member to discuss telemedicine encounters and performing physical exam procedures (1 hour)                                           |
| Tue 6/23 | **Together with preceptor:**  
• Complete mini-encounter (10 minute interaction with preceptor and 10 minute feedback debrief) with preceptor/faculty. Each mini encounter is recorded and posted on Canvas by student.                                      |
| Wed 6/24 | **Together with peers:**  
• Complete progressive encounter Part 1. Encounters are recorded and posted on Canvas by the student.                                                                                                                                  |
| Thur 6/25 | **On own time:**  
• Post mini-encounter and progressive SP encounters in Typhon/EValue  
• Students post discussion board #3.  
• Work on intervention plan for progressive SP cases                                                                                                                             |
| Fri 6/26 | **Together:**  
• Meet with learning group, faculty mentor, and preceptor at designated time and complete check-in and debrief about the week’s activities (1 hour)                                                                                             |
| Sat/ Sun | **On own time:**  
• Post intervention plan  
• Schedule progressive visit #2  
• Students respond to discussion board  
• Students complete weekly reflective journal #3                                                                                                                                   |

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### Week #4 June 29-July 5

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<tr>
<th>Date</th>
<th>Learning Activities and Experience Tracking</th>
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| Mon 6/29 | **On own time:**  
  - Students prepare for progressive SP encounter  
  - Prep for mini encounter (communication about compliance with HEP and insurance concerns) by watching short lesson video (15-20 minute refresher and resources) on Canvas  
  - Reach out to schedule mini encounter with preceptor  
|       | **Together:**  
  - Students meet with DAT mentors and faculty member to discuss telemedicine encounters and demonstration/providing feedback on therapeutic exercises  
  - (1 hour)  |
| Tue 6/30 | **Together with preceptor:**  
  - Complete mini-encounter (10 minute interaction with preceptor and 10 minute feedback debrief) with preceptor/faculty. Each mini encounter is recorded and posted on Canvas by student.  |
| Wed 7/1 | **Together with peers:**  
  - Complete progressive encounter Part 2. Encounters are recorded and posted on Canvas by the student.  |
| Thur 7/2 | **On own time:**  
  - Post mini-encounter and progressive SP encounters in Typhon/EValue  
  - Students post discussion board #4  
  - Work on intervention plan progression and RTP protocol for progressive SP cases  |
| Fri 7/3 | **Together:**  
  - Meet with learning group, faculty mentor, and preceptor at designated time and complete check-in and debrief about the week’s activities (1 hour)  |
| Sat/Sun | **On own time:**  
  - Post intervention plan progression and RTP protocol  
  - Schedule progressive visit #3  
  - Students respond to discussion board  
  - Students complete weekly reflective journal #4  |

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## Week #5 July 6-9

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<tr>
<th>Date</th>
<th>Learning Activities and Experience Tracking</th>
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| Mon 7/6    | **On own time:**  
• Students prepare for progressive SP encounter  
• Prep for mini encounter (injury report to coach and communicating with a parent/guardian) by watching short lesson video (15-20 minute refresher and resources) on Canvas  
• Reach out to schedule mini encounter with preceptor  
**Together:**  
• Students meet with DAT mentors and faculty member to discuss telemedicine encounters and making objective and patient-centered RTP decisions  
• (1 hour) |
| Tue 7/7    | **Together with preceptor:**  
• Complete mini-encounter (10 minute interaction with preceptor and 10 minute feedback debrief) with preceptor/faculty. Each mini encounter is recorded and posted on Canvas by student. |
| Wed 7/8    | **Together with peers:**  
• Complete progressive encounter Part 3. Encounters are recorded and posted on Canvas by the student.  
**On own time:**  
• Post mini-encounter and progressive SP encounters in Typhon/EValue  
• Students complete weekly reflective journal #5  
• Student completes post-measures of AT Virtual Clinic  |
| Thur 7/9   | **Together with Learning Group:**  
• Meet with learning group, faculty mentor, and preceptor at designated time and complete check-in and debrief about the week’s activities (1 hour)  
• Students complete post assessments by 7/12  
  • Confidence Scale (Qualtrics Link)  
  • Cooperative Learning Reflection  
  • Assessment of Mentor (Qualtrics Link)  
  • AT Milestones |

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## Week #6

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<tr>
<th>Date</th>
<th>Learning Activities</th>
<th>Due</th>
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| July 12-18 | • SP Script Case #1: Gen Med (Draft Due 7/14)  
• SP Encounter #1: 7/16  
• Debrief #1: 7/17  
• Reflective Journal #1: 7/19 | 7/19: Virtual Clinic Assignments  
• SP Video  
• Reflective Journal |

## Week #7

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<th>Date</th>
<th>Learning Activities</th>
<th>Due</th>
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| July 19-25 | • SP Script Case #2: Hx and Patient-Centered Care Y1 (Draft Due 7/21)  
• SP Encounter #2: 7/23  
• Debrief #2 (Students to Conduct with Y1): 7/24  
• Reflective Journal #2: 7/26 | SP Video  
• Reflective Journal |
### Additional Information

**Academic Integrity and Scholastic Dishonesty**

The University of Texas at Arlington strives to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and responsibility. Furthermore, it is the policy of the University to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic/non-academic misconduct.

**What is Academic Integrity?**

Academic integrity is defined as being in firm adherence to a code or standard of values. It is a commitment on the part of the students, faculty and staff, even in the face of adversity, to five fundamental values:

- Honesty
- Truth
- Fairness
- Respect
- Responsibility

"From these values flow principles of behavior that enable academic communities to translate ideals into action" (The Center for Academic Integrity, 1999). Unfortunately, when these ideals are not translated to each and every one in the academic community, academic dishonesty is inevitable.
What Constitutes Scholastic Dishonesty?
Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects.

Cheating
- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism
- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion
- Without authorization, collaborating with another when preparing an assignment

University of Texas at Arlington Honor Code
“I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or that I contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.”

Source: http://www.uta.edu/conduct/academic-integrity/

The Athletic Training Program take academic integrity very seriously. Any student who is found to have participated in scholastic dishonesty as defined above will receive an automatic zero on the assignment, written exam, practical exam or quiz and will be reported to UTA Office of Student Conduct. In addition, no make-ups of the work will be allowed.

Attendance:
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructors of this course, we expect students to be in attendance for each class meeting. The course attendance policy is provided below. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Attendance Policy: There is a relationship between attendance and grades. Class attendance is expected except in the case of an excused absence. An excused absence is one in which the instructor is notified in advance of class through e-mail with a reason for the absence, and the instructor approves the absence as excused. Examples of absences that would be excused are a funeral for an immediate family member, a medical emergency in the immediate family, or personal illness or medical emergency (written proof of illness by the treating healthcare provider is required). In the case of an excused absence, the student is responsible for obtaining work missed in class, and every effort possible should be made to complete in-class assessments (i.e. quizzes) prior to the absence.
From time to time a student may be given the opportunity to travel with a team as part of their clinical experience. Team travel is a privilege that is earned through hard work and professionalism and provides a valuable learning experience for students. Upon advanced notification, the instructor may approve absences for team travel when appropriate, however students must make up work ahead of time.

*A student’s grade will be dropped by one letter grade if they have two or more unexcused absences.* Unexcused absences are those absences that do not fall within the description of an excused absence (above). Being late to class is also unacceptable. If a student is late to class more than once, the second late arrival will equal one unexcused absence and will be recorded by the instructor at each class. Each late arrival after the second will continue to count as an unexcused absence. Chronic tardiness or absences are evidence that the student is not ready to become a professional (or to graduate).

**Emergency Exit Procedures:**
Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located in the hallway leading to PEB 202. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students should also subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at [Emergency Communication System](#).

**Student Success Programs:**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the [Maverick Resources](#) website.

The [IDEAS Center](https://www.uta.edu/ideas/) *(2nd Floor of Central Library)* offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The [English Writing Center (411LIBR)](https://libguides.uta.edu/athletictraining): The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](https://uta.mywconline.com) for detailed information on all our programs and services.

The Library’s 2nd floor [Academic Plaza](libraries.uta.edu/services/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library’s hours](https://www.uta.edu/libraries/services) of operation.

**Librarian to Contact:**
[Peace Ossom-Williamson](mailto:peace@uta.edu). Each academic unit has access to [Librarians by Academic Subject](https://libguides.uta.edu/athletictraining) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Peace Ossom-Williamson, 817-272-6208, [peace@uta.edu](mailto:peace@uta.edu)

Athletic Training library guide: [https://libguides.uta.edu/athletictraining](https://libguides.uta.edu/athletictraining)
Research or General Library Help
Ask for Help
- Academic Plaza Consultation Services (libraries.uta.edu/services/academic-plaza)
- Ask Us (ask.uta.edu)
- Research HELP (https://libguides.uta.edu/researchcentral)

Resources
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (libraries.uta.edu/research/librarians)
- A to Z List of Library Databases (libguides.uta.edu/az.php)
- Course Reserves (https://uta.summon.serialssolutions.com/#/course_reserves)
- Study Room Reservations (openroom.uta.edu)

Emergency Phone Numbers
In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.