

Cover Sheet: Request 13474

ATR 4XXX Professionalism and Communication in Sports Healthcare

Info

| | |
|------------------------|--|
| Process | Course New Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Joslyn Ahlgren jahlgren@ufl.edu |
| Created | 1/3/2019 4:00:10 PM |
| Updated | 3/28/2019 11:33:29 PM |
| Description of request | The Department of Applied Physiology and Kinesiology kindly requests review of this new course proposal. This new course would provide foundational knowledge in professionalism, inter-professional cooperation, cultural competence, client interactions, and basic legal concepts related to sports healthcare. |

Actions

| Step | Status | Group | User | Comment | Updated |
|--|----------|---|---------------------|---------|-----------|
| Department | Approved | HHP - Applied Physiology and Kinesiology 012603000 | Joslyn Ahlgren | | 1/3/2019 |
| No document changes | | | | | |
| College | Approved | HHP - College of Health and Human Performance | Christopher Janelle | | 3/28/2019 |
| External Consult for ATR 4XXX.docx | | | | | 3/6/2019 |
| Answers to Questions from HHP-CCC - ATR4XXX.docx | | | | | 3/6/2019 |
| ATR 4xxx Professionalism and Communication in Sports Healthcare.docx | | | | | 3/26/2019 |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 3/28/2019 |
| No document changes | | | | | |
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

Course|New for request 13474

Info

Request: ATR 4XXX Professionalism and Communication in Sports Healthcare

Description of request: The Department of Applied Physiology and Kinesiology kindly requests review of this new course proposal. This new course would provide foundational knowledge in professionalism, inter-professional cooperation, cultural competence, client interactions, and basic legal concepts related to sports healthcare.

Submitter: Joslyn Ahlgren jahlgren@ufl.edu

Created: 3/8/2019 11:29:09 AM

Form version: 4

Responses

Recommended Prefix ATR

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Professionalism and Communication in Sports Healthcare

Transcript Title Prof/Com in Sprt Hlth

Degree Type Baccalaureate

Delivery Method(s) On-Campus, Online

Co-Listing No

Co-Listing Explanation n/a

Effective Term Fall

Effective Year 2020

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

If variable, # min 0

If variable, # max 0

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Foundational knowledge course in professionalism, inter-professional cooperation, cultural competence, client interactions, and basic legal concepts related to sport and exercise.

Prerequisites APK majors with junior standing

Co-requisites n/a

Rationale and Placement in Curriculum Approved elective only

Course Objectives Student Learning Outcomes:

1. Recognize basic communication skills and professional behavior within sport and exercise settings.
2. Distinguish between effective versus ineffective communication used in an inter-professional sport, exercise and/or wellness environment and explain communication's potential impact with patients, clients, consumers, families, and the wellness team.
3. Discuss concepts of effective teamwork within the sport, exercise and/or wellness setting.
4. Determine how cultural differences may influence client interactions and communication.
5. Recognize the legal and ethical standards applicable to sport, exercise and wellness settings.
6. Recognize and integrate skills needed for workplace professionalism, such as job application materials, graduate school application documents, electronic communication, expectations for transition to employment, etc.

Course Textbook(s) and/or Other Assigned Reading Required Textbooks:

Professionalism in Healthcare (5th Edition): 2016

Author: Sherry Makely
ISBN: 978-0134415673
Publisher: Pearson

Communication Skills for the Healthcare Professional: 2011
Author: McCorry and Mason
ISBN: 978-1582558141
Publisher: LWW

Weekly Schedule of Topics Module 1: Communication and Professional Activities

Week 1: Syllabus/Class Introduction/Electronic Communication
Week 2: Writing Skills
Week 3: Graduate School Application/Resume
Week 4: Resume
Week 5: Non-Verbal Communication
Week 6: Verbal Communication
Week 7: Professional Communication
Week 8: Professional Communication/Exam 1

Module 2: Cultural Sensitivity and Teamwork

Week 9: Adapting Communication to Different Populations
Week 10: Cultural Sensitivity
Week 11: Cultural Sensitivity
Week 12: Patient/Client Education
Week 13: Interprofessional Teamwork/Exam 2

Module 3: Legal and Ethical Issues

Week 14: Ethics in Healthcare: Role, History, and Methods
Week 15: Moral Foundations of the Therapeutic Relationship
Week 16: Legal Issues within Healthcare/Exam 3

Links and Policies Office Hours: By appointment: please schedule on Calendly:
www.calendly.com/cdbrown7

Exams and Make-up Policy: <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>

Technology: CANVAS can be accessed here: <http://elearning.ufl.edu>

Academic Honesty: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Academic Assistance and Student Services: http://www.ufadvising.ufl.edu/academic_assistance/

ADA Policy: <http://www.dso.ufl.edu/drc/>

Campus Resources: <mailto:umatter@ufl.edu>, <http://www.police.ufl.edu/>,
<http://www.counseling.ufl.edu/cwc/Default.aspx>, <http://www.crc.ufl.edu/>, <http://cms.uflib.ufl.edu/ask>,
<http://teachingcenter.ufl.edu/>, <http://writing.ufl.edu/writing-studio/>

Confidentiality: <http://ferpa.html/>

Course Grading Policy: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Evaluations: <https://evaluations.ufl.edu/>

Email and E-Learning Policy: <https://lss.at.ufl.edu/help.shtml>, <mailto:Learning-support@ufl.edu>

Last Day to Withdraw: <http://www.registrar.ufl.edu/catalog/adhub.html>

Student Complaints Process: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Grading Scheme Assignments and Weights:

1. E-Learning Exams (55%)
 - a. Three E-learning exams will take place through CANVAS and will require the use of Lock-Down-Browser (details in CANVAS). Exams will be timed and will cover the material in lectures, readings, and textbooks.
2. Online Posts/Discussions (20%)
 - a. Students will professionally and respectfully participate in online posts and discussions.
3. Professional/Graduate Studies Resume (10%)
 - a. Students will design a professional resume
4. Professional Email Introduction Assignment (5%)
 - a. Students will write a professional email describing their career to this point and their professional goals.
5. SPENT (5%)
 - a. Students will play Spent to simulate client issues www.Playspent.org and write a short reflection paper.
6. Professionalism (5%)
 - a. Students will be assessed on professionalism

Grading Scale:

| | |
|----|----------|
| A | 92-100 |
| A- | 89-91 |
| B+ | 87-88 |
| B | 82-86 |
| B- | 79-81 |
| C+ | 77-78 |
| C | 72-76 |
| C- | 69-71 |
| D+ | 67-68 |
| D | 62-66 |
| D- | 60-61 |
| E | Below 60 |

Instructor(s) Christopher Brown PhD, LAT, ATC, CSCS
Clinical Assistant Professor
Athletic Training Program
Office Location: FLG122
Phone: 352-294-1070
Email: cdbrown7@ufl.edu

Answers to Questions from HHP-CCC

1. Regarding the name of the course: We can rename the course **Professionalism and Communication in Sports Healthcare**. External consults from PHHP have been obtained – no objections.
2. Regarding the ATR prefix: Because many of the DAT students will be looking to become faculty in AT programs at universities, having experience teaching or assistant teaching an ATR course would help them be competitive for those positions. Additionally, there was a lot of discussion regarding the prefixes that are tied more to course content than curricular programs. Examples include HSC (which is used for health science courses here in HEB as well as down in PHHP) and BSC (which is shared between APK and BIO). **The general sentiment is that this course should be submitted with an ATR prefix.**
3. Regarding the size of the course: We will **cap it at 50** students for now.
4. Regarding the target audience: We aim to target students pursuing clinical internships, which will largely be APK students, but may include HEB students in the college. Because HEB students have their own pre-internship course, we will **limit this to APK majors.**
5. Changes were made to the approvals site submission form and syllabus:
 - a. On submission form:
 - i. Shortened course title was modified to reflect new name
 - ii. Change prereq to 3HH standing
 - iii. Change rationale to reflect where the course will fit in the curriculum, not the reason for offering the course: “Approved elective only”
 - iv. Grading scheme – under 6a, delete “see class policy above”. Also delete “***detailed grading rubrics available in the attached syllabus***.”
 - b. In syllabus:
 - i. Under course policies > Professionalism – deleted “honor code violations” as this may prove overly limiting based on the severity of the honor code violation.
 - ii. In the first rubric for online posts assignments, second row – the description for points for 10 and 8 were distinguished (corrected).
 - iii. SLO 4 was modified to “**Explore** how cultural differences may influence client interactions and communication.”
 - iv. The weekly course schedule was expanded to reflect one topic per week.

PROFESSIONALISM AND COMMUNICATION IN SPORTS HEALTHCARE

ATR4XXX

3 CREDIT HOURS

FALL 2020

Meeting/Lectures:

The course is 100% online. Lectures will be posted on CANVAS. This class does not meet weekly.

Instructor:

Christopher Brown PhD, LAT, ATC, CSCS

Clinical Assistant Professor

Athletic Training Program

Office Location: FLG122

Phone: 352-294-1070

Email: cdbrown7@ufl.edu

Office Hours: By appointment: please schedule on Calendly: www.calendly.com/cdbrown7

Course Prerequisites:

Students must be APK majors at junior or higher class standing by credit hours.

Required Textbooks:

Professionalism in Healthcare (5th Edition): 2016

Author: Sherry Makely

ISBN: 978-0134415673

Publisher: Pearson

Communication Skills for the Healthcare

Professional: 2011

Author: McCorry and Mason

ISBN: 978-1582558141

Publisher: LWW

Additional Resources:

Located on the CANVAS webpage for the course.

Course Description

Foundational knowledge course in professionalism, inter-professional cooperation, cultural competence, client interactions, and basic legal concepts related to sport and exercise.

Student Learning Objectives

1. Recognize basic communication skills and professional behavior within sport and exercise settings.
2. Distinguish between effective versus ineffective communication used in an inter-professional sport, exercise and/or wellness environment and explain communication's potential impact with patients, clients, consumers, families, and the wellness team.
3. Discuss concepts of effective teamwork within the sport, exercise and/or wellness setting.
4. Explore how cultural differences may influence client interactions and communication.
5. Recognize the legal and ethical standards applicable to sport, exercise and wellness settings.
6. Recognize and integrate skills needed for workplace professionalism, such as job application materials, graduate school application documents, electronic communication, expectations for transition to employment, etc.

Teaching Approaches and Learning Activities

This course will utilize a lecture and discussion approach. You will be able to watch lectures on CANVAS and participate in discussions within the CANVAS shell. I will provide PowerPoint slides for you to access for information about specific points. You will need to review this information as well as the information in the textbook and from alternative readings for this course. You will be expected to be active learners outside of the classroom. Since you will have this knowledge we will engage in discussions about different topics in the health and wellness field.

Course Policies

Professionalism: Students should behave in a professional manner towards the instructor, teaching assistants, and peers. Students deemed not to be behaving in a professional manner (as determined by the instructor) will give up 2.5% out of the 5% total per instance. Examples of unprofessional behavior are listed here (not an all-inclusive list):

- Disrespectful electronic communication (e.g. disrespectful emails)
- Unprofessional electronic communication

Exams and Make-up Policy: Exams will be given online through CANVAS unless otherwise stated by the professor. There will be NO make-up examinations unless exceptional conditions occur (as defined in the University of Florida Undergraduate Catalog). Please see this link for more information.

<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html> Prior permission from the professor is required. There will be a time limit for each examination. Examinations will evaluate the understanding of material from lecture, text, and other supplemental material provided.

Assignments: They are due on CANVAS prior to the due date/time. Please refer to CANVAS for due dates/times. Please type all assignments unless otherwise stated in the directions. LATE ASSIGNMENTS ARE NOT ACCEPTED!

Technology: Materials for the course will be available on CANVAS which is the e-learning platform for the University of Florida. CANVAS can be accessed here: <http://elearning.ufl.edu>

University Policies

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Students will exhibit behavior consistent with this commitment to the UF academic community. Academic misconduct appears in a variety of forms (including plagiarism) and may be punishable in a variety of ways, from failing the assignment and/or the entire course to academic probation, suspension or expulsion. On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."** Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Faculty will not tolerate violations of the Honor Code at the University of Florida and will report incidents to the Dean of Students Office for consideration of disciplinary action. The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several behaviors that are in violation of this code and the possible sanctions. If you

have questions about what constitutes academic misconduct before handing in an assignment, see your instructor.

Academic Assistance and Student Services: Students who are in need of academic, career, or personal counseling services are encouraged to see the academic assistance website for further information on available services. http://www.ufadvising.ufl.edu/academic_assistance/

ADA Policy: The University of Florida provides accommodations for students with documented disabilities. For more information regarding services and procedures for requesting accommodations visit <http://www.dso.ufl.edu/drc/> or call 352.392.8565. Students requesting classroom accommodation must first register with the Disability Resource Center. The Disability Resource Center will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Campus Resources: U Matter, We Care: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu; a nighttime and weekend crisis counselor is available by phone at 352.392.1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

University Police Department: 392.1111 or 9-1-1 for emergencies <http://www.police.ufl.edu/>

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 352.392.1575; *Sexual Assault Recovery Services (SARS)* Student Health Care Center, 352.392.1161.

UF Career Connections Center: Reitz Union, 352.392.1601, <http://www.crc.ufl.edu/>

Confidentiality: The University ensures the confidentiality of student educational records in accordance with State University System rules, state statutes and [FERPA](#), the Family Educational Rights and Privacy Act of 1974, as amended, also known as the Buckley Amendment.

<http://www.registrar.ufl.edu/catalog/policies/regulationconfidentiality.html>

Course Grading Policy: Students will earn their course grade based on completion of coursework as outlined in the Grading Criteria listed above. Percentage calculations are rounded up at “.6 or above” and rounded down at “.5 or below”. For more information regarding Grade Point Averages, Grade Values, etc. please visit the University registrar website listed below.

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Evaluations: Students should provide feedback on the quality of instruction in this course by completing online evaluations <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Email and E-Learning Policy: Students are required to check their University of Florida email and E-Learning Course account daily. Dissemination of reminders and course material may occur via email or through announcements in E-Learning; it is the student’s responsibility to read and respond (if

appropriate). *E-learning Help Desk*: <https://lss.at.ufl.edu/help.shtml> *Technical support*: 352.392.4357 (select option 2) or e-mail to Learning-support@ufl.edu

Last Day to Withdraw: In order to withdraw from a course it is not sufficient simply to stop attending class or to inform the instructor of your intention to withdraw. In accordance with college policy, contact your adviser to begin the withdrawal process. To view the **last day for withdrawal please visit** <http://www.registrar.ufl.edu/catalog/adhub.html>

Library Resources Support: <http://cms.uflib.ufl.edu/ask>

Student Responsibility for Course Prerequisites: Students are responsible to have satisfied all published prerequisites for this class. Please review the prerequisites and discuss any questions with your instructor and/or your academic advisor.

Student Complaints Process: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Teaching Center: General study skills and tutoring <http://teachingcenter.ufl.edu/> Broward Hall, 352.392.2010 or 352.392.6420.

Writing Studio: Formatting and writing papers assistance <http://writing.ufl.edu/writing-studio/>

Getting Help:

For issues with technical difficulties for E-learning in CANVAS, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Grading Policies:

Assignments and Weights:

1. E-Learning Exams **(50%) (LO# 1-6)**
 - a. Three E-learning exams will take place through CANVAS and will require the use of Lock-Down-Browser (details in CANVAS). Exams will be timed and will cover the material in lectures, readings, and textbooks.
2. Online Posts/Discussions **(25%) (LO# 1-5)**
 - a. Students will professionally and respectfully participate in online posts and discussions.
3. Professional/Graduate Studies Resume **(10%) (LO# 1,6)**
 - a. Students will design a professional resume
4. Professional Email Introduction Assignment **(5%) (LO# 1,6)**
 - a. Students will write a professional email describing their career to this point and their professional goals.
5. SPENT **(5%) (LO# 4)**
 - a. Students will play Spent to simulate client issues www.Playspent.org and write a short reflection paper.

6. Professionalism (5%) (LO# 1)

- a. Students will be assessed on professionalism (see class policy above)

Grading Scale:

| | |
|----|--------------|
| A | 91.50-100.0% |
| A- | 88.50-91.49% |
| B+ | 86.50-88.49% |
| B | 81.50-86.49% |
| B- | 78.50-81.49% |
| C+ | 76.50-78.49% |
| C | 71.50-76.49% |
| C- | 68.50-71.49% |
| D+ | 66.50-68.49% |
| D | 61.50-66.49% |
| D- | 60.00-61.49% |
| E | Below 60.00 |

Course Schedule:

Module 1: Communication and Professional Activities

Week 1: Syllabus/Class Introduction/Electronic Communication

Week 2: Writing Skills

Week 3: Graduate School Application/Resume

Week 4: Resume

Week 5: Non-Verbal Communication

Week 6: Verbal Communication

Week 7: Professional Communication

Week 8: Professional Communication/Exam 1

Module 2: Cultural Sensitivity and Teamwork

Week 9: Adapting Communication to Different Populations

Week 10: Cultural Sensitivity

Week 11: Cultural Sensitivity

Week 12: Patient/Client Education

Week 13: Interprofessional Teamwork/Exam 2

Module 3: Legal and Ethical Issues

Week 14: Ethics in Healthcare: Role, History, and Methods

Week 15: Moral Foundations of the Therapeutic Relationship

Week 16: Legal Issues within Healthcare/Exam 3

Online Posts Assignment:

Posting Rules

1. Postings should be a minimum of one short paragraph and a maximum of 2 paragraphs. (~150-300 words)
 - a. Any posts fulfilling criteria but not required length will go down to next points category.
2. Be organized with your thoughts
3. Stay on topic
4. Bring examples or concepts in from the readings/textbooks/notes.
5. Avoid just summarizing and try to think of ways you can apply the concepts.
6. If you are making an argument please try to support your argument with facts (including citations) and not just opinions.
7. Be RESPECTFUL of EVERYONE even if you disagree with them.

| 10 points | 6 points | 3 points | 0 points |
|---|---|--|---|
| Made in a timely fashion, giving others an opportunity to respond and appropriate length. | Made in timely manner but not appropriate length. (too long or too short) | N/A | Participant was rude or abusive to other course participants or no post was made. |
| Are thoughtful and deeply analyze the content or question asked. Uses outside source(s) (other than course materials) to supplement information. (Include Citation in post) | Are accurate and give basic analysis of the content or question asked. No outside sources used. | Are generally accurate with 1 or more accuracy issues, but the information delivered is limited. | Information was grossly inaccurate, no post was made, or participant was rude or abusive to other course participants |
| Make clear connections to the course content. Page numbers or sourcing information included in post from relevant course content. | Try to make connections to the course content and/or other experiences, but connections are unclear, not firmly established or are not obvious. | Make vague or incomplete connections between class content and posting by other students. | No effort made to connect to course materials |
| Expands discussion with novel ideas, connections, and/or real-world application on 2 other students' posts. | Expands discussion with novel ideas, connections, and/or real-world application on 1 other students' posts. | Summarize what other students have posted and contain few/no novel ideas. | Participant was rude or abusive to other course participants or no post was made. |

Resume Assignment:

Students will be required to meet with the UF Career Connections Center for a Resume critique.

Students can make an appointment via: <https://career.ufl.edu/students/student-gator-careerlink/>

Students will submit the reviewed and corrected Resume as proof of completion of this assignment.

| 10 Points | 5 Points | 2.5 Points | 0 Points |
|---|---|--|--|
| Student turned in a resume and had the UF Career Connections Center review the resume. The student accepted the revisions and made changes suggested by the UF Career Connections Center. | Student turned in a resume but did not have the UF Career Connections Center review the resume or did not make the changes suggested by the UF Career Connections Center but no errors found. | Student turned in an unprofessional resume with multiple errors. | Student did not complete the assignment. |

Professional Email-Introduction Assignment:

Students will write a professional letter of introduction to Dr. Brown introducing themselves, providing brief relevant background information, discussing their preferred career setting, and what they hope to gain from this course.

| | 4 | 3 | 2 | 1 |
|-------------------------------|---|---|--|---|
| Format & Structure | Clear and appropriate subject in subject line, appropriate greetings, professional email address, sans serif font between 10-12. professional signature line. | Subject is not descriptive or inappropriate, greeting does not contain name and title of recipient, e-mail is unprofessional, font colors/sizes are hard to read, unprofessional signature. | No subject, no greeting, font is difficult to read or inappropriate, no signature. | No subject, no greeting, no signature, font too large or too small. |
| Content | Clear brief descriptive message. Thoroughly explains purpose. Thoroughly yet concisely explains career plans and course goals. 200-300 word main body. | Clear descriptive message. 300-400 or 100-200 word main body. | Message is several paragraphs and does not get to the point quickly OR is so short it doesn't give detail. | Message does not accomplish task. |
| Mechanics | No errors. No use of text-like language. | One or two minor errors and no use of text-like language. | Multiple errors and/or uses text abbreviations. | Many errors. Reads like a text message. |
| Tone | Professional, friendly, clear, descriptive. | Friendly, clear, descriptive. | Casual. | Overly casual for a formal e-mail. |

SPENT Reflection Assignment:

Student should play the SPENT game as many times as they feel necessary to provide a realistic impression of patients/clients with differing financial and life circumstances. Students should write a reflection paper to discuss how information revealed in the game could affect a patient's/client's interaction with professionals in the health and/or fitness fields of their choice.

| | 10 points | 5 points | 0 points |
|------------|---|--|--|
| Length | 2-3 pages | | Not 2-3 pages |
| Mechanics | <ul style="list-style-type: none"> • 10-12 point Arial, Times New Roman or Calibri Font • No spelling issues • No grammatical issues | Issues with 1-2 things from previous category | Issues with all 3 categories |
| Reflection | The reflection leaves and impression on the reader about what the student learned from the experience. The writer also articulated what can be improved or focused on in their professional future. | The writer reflected on the assignment but was unclear about what they learned and/or how it would change their professional practice in the future. | The writer did not seem to reflect on the assignment and was off-topic or did not complete the assignment. |
| Depth | The reflection shows great depth of thought through multiple examples from the course (referenced) and/or from their life. | The reflection shows adequate depth of thought but is lacking multiple examples. | No examples provided from either their own life or the course. |

External Consult for ATR 4XXX – Communication and Professionalism in Sports Healthcare

From: Prins, Cindy A <capfive@ufl.edu>
To: Ahlgren, Joslyn <jahlgren@ufl.edu>; Blue, Amy <amy.blue@phhp.ufl.edu>
Cc: Moorhouse, Michael D <m Moorhou@PHHP.UFL.EDU>
Subject: RE: External Consultation Request

Hi Joslyn,
Thank you so much for getting in touch with us to ask about the course. I had a look at the syllabus and I don't see any overlap with your proposed course and anything in our undergraduate public health program. I'm copying Mike Moorhouse, Director of the Bachelor of Health Science program, to make sure there's no overlap with any courses in that program.
Best,
Cindy

Hi Joslyn,
I just spoke with Mike and he said there's no conflict with any of the coursework in the BHS program. Please let me know if you need any documentation of this other than this email chain.
Best,
Cindy

Cindy Prins, PhD, MPH, CIC, CPH

Master of Public Health Program Director | Assistant Dean for Educational Affairs | Clinical Associate Professor of Epidemiology
University of Florida | College of Public Health & Health Professions | College of Medicine
1225 Center Drive, Room 4107, Box 100182, Gainesville, FL 32610
Phone 352-294-8576
Website <http://mph.ufl.edu/>