

# Cover Sheet: Request 14411

## Doctor of Athletic Training - Teaching and Leadership

### Info

Process	Specialization New/Modify/Close Ugrad
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Patricia Tripp pmcginn@hnp.ufl.edu
Created	11/3/2019 3:54:52 PM
Updated	11/21/2019 2:20:06 PM
Description of request	New professional program concentration for the Doctor of Athletic Training program – Teaching and Leadership

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	HHP - Applied Physiology and Kinesiology 012603000	David Vaillancourt		11/4/2019
No document changes					
College	Approved	HHP - College of Health and Human Performance	Christopher Janelle		11/17/2019
No document changes					
Associate Provost for Undergraduate Affairs	Approved	PV - Associate Provost for Undergraduate Affairs	Casey Griffith		11/21/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/21/2019
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					

# Concentration|New for request 14411

## Info

**Request:** Doctor of Athletic Training - Teaching and Leadership

**Description of request:** New professional program concentration for the Doctor of Athletic Training program – Teaching and Leadership

**Submitter:** Patricia Tripp pmcginn@hhp.ufl.edu

**Created:** 11/3/2019 3:51:32 PM

**Form version:** 1

## Responses

**Proposed Action** Create a Concentration

**Degree Level** P - Professional Doctorate

**Concentration Name** Teaching and Leadership

**Credits** 12

**Effective Term** Summer

**Effective Year** 2020

**Students** 12

**Percentage of Credits Available Fully Online** <50%

**Percentage of Credits Available Off-Campus** <25%

**Is this an additional (secondary) concentration?** No

**All Department/Degree/Majors Adding Concentration** Applied Physiology & Kinesiology/Doctor of Athletic Training

**Rationale for Proposed Concentration** The concentration/area of sub-specialization provided to Doctor of Athletic Training students in the area of Teaching & Leadership represents an area of distinction and professional expertise shared among faculty and preceptors. Within the Advanced Clinical Experience courses (ATR 7818c, ATR 7828c, ATR 7838c and ATR 7848c), students will complete learning modules, which captures the prescribed learning outcomes and clinical hours to achieve skill acquisition within Teaching & Leadership areas. The modules have distinct learning outcomes for each rotation (n = 4), where the student compiles a portfolio of materials to document successful completion of learning outcomes. The concentration has an oversight team, which designs, reviews and evaluates the learning outcomes, portfolio materials and a comprehensive content examination. Projects completed within the modules are a graded component of each Advanced Clinical Experience Course (ATR 7818c, 7828c, 7838c and 7848c). Students complete the four rotations (non-specific order) for and submit the portfolio assignments within an ongoing Canvas course managed by the CAQ oversight team and the AT faculty members supervising the Advanced Clinical Experience Courses (ATR 7818c, 7828c, 7838c and 7848c). Successful completion of the CAQ in Teaching & Leadership requires successful completion of the portfolio and examination.

**Experience Summary:** Students will complete proficiency-based experiences with qualified preceptors. Each module will provide the student with training and application opportunities to ensure mastery of the topic area. Supervisors for the experiences will assess the applied knowledge for each module.

**Assessment Method:** Portfolio Projects and Examination

**Measurement Procedure:** Supervising faculty/preceptor for the CAQ rotation will create portfolio projects; scoring will use the rubric designed by the CAQ oversight team and graded as “pass or fail” within the associated Advanced Clinical Experience Course. The CAQ oversight team will generate questions for the CAQ examination and score the exam as “pass or fail”.

Students who successfully complete and pass all components of the Portfolio and Examination will receive the CAQ.

**Module #1:** Online Instruction, Interprofessional Learning and Education, and Teaching Assistant experience

**Learning Outcomes:**

1. Compare/contrast various types of course format and identify/discuss strengths and limitations

of each.

2. Identify and utilize campus resources for generating a university-compliant, student-centered syllabus
3. Outline best approaches for getting to know your students (Who are you teaching and how does that inform your teaching methods?)
4. Identify and utilize campus resources for generating online course materials for Interprofessional instruction, professional program content or similar
5. Classify assessments as formative or summative
6. Rank and explain assessments or assessment components (e.g., exam questions) according to Bloom's taxonomy

Module #2: Clinical and Competency Guided Content, Interprofessional learning and Teaching Assistance Experience

Learning Outcomes:

1. Utilize active learning techniques within the classroom/lab experience and evaluate effectiveness of instructional activity
2. Develop and implement activities to assess student knowledge and retention
3. Develop and implement an activity, assessment tool and associated rubric for a lesson using a flipped classroom model
4. Create resources, tools or activities for Athletic Trainers to use to engage in positive inter-professional communication, promotes shared values, collaboration and mutual respect across diverse healthcare professionals

Module #3: Quality Improvement and Leadership Experience in Clinical Policy Analysis, Development, Proposal and Implementation

Learning Outcomes:

1. Critically review established clinical or academic policies and procedures in context of professional standards and recommendations.
2. Identify a topic for which a new policy and procedure would be appropriate
3. Develop and deliver a proposal for a new policy and procedure to a policy and procedure oversight committee
4. Incorporate committee feedback into final new policy and procedure
5. Distribute new policy and procedure to, and educate, affected individuals and entities

Module #4: Seminar and Continuing Education Course Development, Assessment and Compliance with Regulatory Requirements (e.g., accreditation, CE provider, etc.)

Learning Outcomes:

1. Apply principles of continuing education structure (e.g., BOC, CME) and develop a course description
2. Identify and define a practice gap for supporting continuing education seminar
3. Develop measurable learning outcomes for a continuing education seminar
4. Appraise and apply regulatory requirements for annual reporting of continuing education compliance
5. Analyze regulatory oversight policies and procedures for continuing education, accreditation compliance and outcomes for program development.

Since all students across the Doctor of Athletic Training Program complete the same advanced clinical practice courses, but different concentration areas and modules, the only viable method to capture the distinction between curricula is to have the concentration reflected on the transcript. During the external consultation for the Doctor of Athletic Training program, the consultant highlighted the areas of distinction (termed certificates of added qualification – CAQs) as a unique attribute of the program. No other Doctor of Athletic Training program offers advanced clinical experiences in this format. Students completing the Doctor of Athletic Training and associated concentration in Teaching & Leadership may have a distinct pathway to earn post-graduate certificates, credentials or other professional practice recognition. The identified area of concentration/CAQ on the transcript would allow graduates to document the advanced clinical expertise in the content area for career advancement and employment opportunities.

Reference: Doctor of Athletic Training Program <https://secure.aa.ufl.edu/Approval/reports/12432>

**Impacts on Other Programs** None