

**George Mason University**  
**College of Education and Human Development**  
Athletic Training Education Program  
ATEP 540 – 002 — Lower Body Physical Assessment  
3 Credits, Fall 2016  
MW 10.30-11.45 am, Bull Run Hall 148, Prince William Campus

**Faculty**

Name: Jatin Ambegaonkar, PhD ATC OT CSCS  
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**Prerequisites/Corequisites**

Prerequisite(s): Admission to the Professional Masters ATEP and a grade of B- or better in the following courses: ATEP 510, ATEP 520.  
Corequisite(s): ATEP 550.

**University Catalog Course Description**

Analyzes principles of lower body physical assessment. Investigates mechanisms of injury, the evaluation process, and testing leading to diagnosis.

**Course Overview**

Not Applicable.

**Course Delivery Method**

This course will be delivered using a lecture format

**Learner Outcomes or Objectives**

The course is designed to enable students to do the following:

1. Review mechanisms of lower extremity and thoracic injuries, including the etiology, pathogenesis, pathomechanics, signs, symptoms, and epidemiology of these conditions
2. Categorize functional human anatomy, physiology and kinesiology relative to mechanisms of injury.
3. Explain relationships, predisposing risk factors and other physical activity related injuries (e.g., postural anomalies, previous injury, age, environmental conditions, nutritional and psychosocial concerns etc.).
4. Differentiate signs and symptoms of lower extremity and thoracic injuries.
5. Employ appropriate medical terminology and medical documentation to record injuries and illnesses (e.g., history and examination findings, progress notes, and others).
6. Analyze specific sport and/or position requirements relative to the return of an injured athlete to activity following injury.
7. Synthesize the literature to develop an evidence-based research project (to include but not limited to case study, clinical research project, literature review) for an athletic training-related topic.
8. Summarize the basic principles of acute management of lower extremity and thoracic conditions and injuries
9. Critically appraise lower body evaluation techniques.

### Professional Standards

The course meets Commission on Accreditation of Athletic Training Education (CAATE) competencies and proficiencies in one or more of the following content areas: evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, professional development and responsibility.

### Required Texts

1. Starkey C, Brown SD, Ryan J. Examination of Orthopedic & Athletic Injuries. 4<sup>th</sup> Ed. Philadelphia, PA: FA Davis; 2015
2. Hoppenfeld, S: Physical Examination of the Spine and Extremities. Upper Saddle River, NJ: Prentice Hall; 1976

### Recommended Texts

1. Biel, A. (2014). Trail Guide to the Body, 5th Edition. Books of Discovery

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. This course will be graded on a point system, with a total of 600 possible points.

**Examinations** - Five exams (four midterm examinations and one final examination) will be issued with multiple choice, true/false, fill in the blank, matching, short answer, and essay questions. Each examination will test the material covered in class and assigned readings. Final examination is cumulative.

**Evidence Based Medicine (EBM) Article Reviews Assignment-** Evidence-based medicine is the practice of medicine based on the best available evidence. Health professionals caring for children and adults need to be aware of the evidence about the benefits and harms of preventive methods, diagnostic strategies, treatments, and rehabilitation techniques in order to provide optimal care to their patients. For this assignment, two article summary reports will be written regarding an injury to the lower extremity or thorax from a peer-reviewed journal. Reports must contain a brief summary of the major content and components of the article. Please comment on the author's completeness and important items that you feel were omitted. This assignment is designed to introduce you to your professional journal as well as the formats and prose of different professional articles. The reports are to be submitted on Blackboard on **October 26 and December 7 2016**. Please use AMA guidelines. More information will be given in class.

### Grading Scale

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Midterm Examinations	4	75	300
Evidence Based Article Reviews	2	100	200
Cumulative Final Examination	1	100	100
<b>TOTAL</b>	—	—	<b>600</b>

The student's final letter grade will be earned based on the following scale:

Grade	Percentage	Quality Points	Grade	Percentage	Quality Points
A+	93%	4.00	B	83%	3.00
A	93%	4.00	B-*	80%	2.67
A-	90%	3.67	C	73%	2.00
B+	87%	3.33	F	<73%	0.00

\* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. It is critical each student conduct themselves in an appropriate manner and decorum fitting of a health care provider within and outside class. Making light of injuries, conditions, or illnesses that is not respectful to the class, instructor, or patient study will not be tolerated. Submission of documents or assignments should not include personal identifiable information and comply with Health Insurance Portability & Accountability Act (HIPAA) regulations. If you choose to be a part of a professional organization or club i.e. National Athletic Trainers' Association, GMU Athletic Training Club, etc; you will be expected act and perform your duties according to those organizational values or code of ethics.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>**

### **Tentative Class Schedule**

<b>Date</b>			<b>Topic</b>	<b>Readings/Assignment Due</b>
M	Aug	29	Introduction, Syllabus, Clinical Examination Foundations	Starkey: Chapter 1& 5
W	Aug	31	Evaluation Process	Starkey: Chapter 1& 5
W	Sept	7	Nomenclature & Medical Documentation	Starkey: Chapter 2 & 4 Abbreviations Handout
M	Sept	12	Nomenclature & Medical Documentation	Starkey: Chapter 2 & 4 Abbreviations Handout
W	Sept	14	On-field and Biomechanical Postural Assessment	Starkey: Chapter 6
M	Sept	19	Foot, Ankle, & Lower Leg	Starkey: Chapter 8, Hoppenfeld: Chapter 8
W	Sept	21	Foot, Ankle & Lower leg	Starkey: Chapter 8 & 9 Hoppenfeld: 221-231
M	Sept	26	Foot, Ankle & Lower leg	Starkey: Chapter 9 Hoppenfeld: 232-235

W	Sept	28	<b>Exam #1</b>	
M	Oct	3	Knee & Patellofemoral	Starkey: Chapter 10 Hoppenfeld: 172-191
W	Oct	5	Knee & Patellofemoral	Starkey: Chapter 10 Hoppenfeld: 172-191
M	Oct	10	Knee & Patellofemoral	Starkey: Chapter 11 Hoppenfeld: 191-196
T	Oct	11	Knee & Patellofemoral – <b>Columbus Day Change</b>	Starkey: Chapter 11 Hoppenfeld: 191-196
M	Oct	17	Knee & Patellofemoral	Starkey: Chapter 11 Hoppenfeld: 191-196
W	Oct	19	Knee & Patellofemoral	Starkey: Chapter 11 Hoppenfeld: 191-196
M	Oct	24	<b>Exam #2</b>	
W	Oct	26	Hip, Pelvis, and Thigh	Starkey: Chapter 12 Hoppenfeld: 143-153 Evidence Based Article Review 1 due
M	Oct	31	Hip, Pelvis, and Thigh	Starkey: Chapter 12 Hoppenfeld: 143-153
W	Nov	2	Hip, Pelvis, and Thigh	Starkey: Chapter 12 Hoppenfeld: 153- 167
M	Nov	7	Hip, Pelvis, and Thigh	Starkey: Chapter 12 Hoppenfeld: 153- 167
W	Nov	9	<b>Exam #3</b>	
M	Nov	14	Thoracic & Lumbar Spine	Starkey: Chapter 13 Hoppenfeld: 238-256

W	Nov	16	Thoracic & Lumbar Spine	Starkey: Chapter 13 Hoppenfeld: 238-256
M	Nov	21	Thoracic & Lumbar Spine	Starkey: Chapter 14 Hoppenfeld: 257- 263
M	Nov	28	Thorax & Abdomen	Starkey: Chapter 14 Hoppenfeld: N/A
W	Nov	30	Thorax & Abdomen	Starkey: Chapter 14 Hoppenfeld: N/A
M	Dec	5	Gait Analysis	Starkey: Chapter 7 Hoppenfeld: 134-141
W	Dec	7	Functional Screening, Clinical Outcomes, Evidence-based Practice	Starkey: Chapter 3 & 5 <b>Evidence Based Article Review 2 due</b>
M	Dec	12	<b>Exam # 4</b>	
M	Dec	19	<b>Final Exam (0730 – 1015 am)</b>	

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.*

**Attendance**

Students are expected to be on time, attend all class meetings, and be prepared for in class assignments and projects. Excused absences include the following: illness (must bring a receipt or note from a doctor), family death, athletic/academic event (contact instructor in advance), and others at the discretion of the instructor. For known upcoming absences, students must contact the instructor at least **one** week in advance to the missed class to make up work. In the case of illness or some other unforeseen absence, the student must contact the instructor via e-mail or telephone the same day of the absence. At the next attended class meeting the student will discuss material that is to be completed with the instructor. *Students will have one week from the excused absence to complete any missed assignments.* It is the student's obligation to pursue any make-up work.

**Assignments**

Late assignments will not be accepted. Assignments should be submitted at the beginning of the class meeting on the due date. Late assignment will result in a zero (0) for the assignment. This applies to electronic submissions as well.

Your name **MUST** be on your papers when you turn them in. Failure to put your name will result in a zero (0) for the assignment.

**Technology Use During Class**

As per GMU policy, all sound emitting technology is required to be turned off during the lecture and laboratory class meeting times. Additionally, no laptop computers or tablets will be permitted for use during class time; the exceptions are for use during presentations/projects, and technology deemed as necessary by the Office of Disability Services. Students utilizing various technology devices during class will be asked to leave class and will not be permitted to complete course work or receive any points for assignments that day.

**E-Mail Correspondence**

Only messages that originate from a George Mason University address will be accepted; thus your e-mail address must end in gmu.edu. The instructor will not read e-mail messages not originating from a GMU account. Also, when corresponding with any professional at GMU or off campus via e-mail, use the following, appropriate professional format; any e-mail not using this format will be returned to the students for revision before a response will be issued:

Dear Dr. Ambegaonkar (Beginning salutation)

I am looking forward to your class.

(Text body) Regards, (Ending

Salutation)

(Your name)

### Student Acknowledgement of Syllabus

I, \_\_\_\_\_, by signing below, attest to the following:  
(Print First and Last Name)

- \*I have read the course syllabus for ATEP 540 in its entirety, and I understand the policies contained therein. This syllabus serves as an agreement for ATEP 540 between me and the instructor.
- \*I have a clear understanding of the due dates for assignments and examinations, and I accept responsibility for the material.
- \*I am aware that failure to submit assignments by the dates assigned will result in no points awarded as late work will not be accepted.
- \*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.
- \*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access Blackboard e-mail for announcements and assignments.

\_\_\_\_\_  
(Signature) (Date)

***(Student Copy: This copy should remain attached to your syllabus)***



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- \*I have a clear understanding of the due dates for assignments and examinations, and I accept responsibility for the material.
- \*I am aware that failure to submit assignments by the dates assigned will result in no points awarded as late work will not be accepted.
- \*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.
- \*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access my Blackboard e-mail for announcements and assignments.

\_\_\_\_\_  
(Signature) (Date)

***(Instructor Copy: Submit to the instructor at the end of the first class meeting)***