

**George Mason University**  
**College of Education and Human Development**  
**School of Kinesiology**  
**Athletic Training Program**

ATEP 540 – 001 – Lower Body Physical Assessment  
3 Credits, Fall 2021  
MW 12.30-3.00 pm, SciTech Campus: K Johnson Hall 148

**Faculty**

|                 |  |
|-----------------|--|
| Name            | Jatin Ambegaonkar, PhD, ATC, CSCS, OT  |
| Office Hours    | W 12-12.30 pm and By Appt on Zoom: <a href="https://gmu.zoom.us/j/5905914004">https://gmu.zoom.us/j/5905914004</a> |
| Office Location | K Johnson Hall 201F, SciTech Campus  |
| Office Phone    | 703-993-2123   |
| Email Address   | <a href="mailto:jambegao@gmu.edu">jambegao@gmu.edu</a>   |

**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 545

**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

### **Recommended Texts**

1. Biel, A. Trail Guide to the Body, 6<sup>th</sup> Edition. Pearson Books of Discovery. ISBN #: 978-0-9987850-6-6 \*
2. Biel, A. Trail Guide to the Body Student Workbook, 6<sup>th</sup> Edition. Pearson Books of Discovery. \*  
\* Comes as a package
3. Hoppenfeld, S: Physical Examination of the Spine and Extremities. Upper Saddle River, NJ: Prentice Hall; 1976

### **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 500 possible points.

**Examinations** – These will have multiple choice, true/false, fill in the blank, matching, short answer, and essay questions. Examinations will test material covered in class, discussions, and assigned readings.

**Evidence Based Medicine (EBM) Article Review Assignments**- 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 to provide optimal care to their patients. For these assignments, students will complete 2 article summary reports based on lower body and spine pathologies from a peer-reviewed journal in the last 10 years.

1. The first will be regarding an injury and
2. The second will be assessment techniques

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 will be submitted on *Blackboard* on with the assignments due **Sep 27 2021 and Oct 6 2021 11.59 pm EST**. Please use AMA guidelines to complete reports. Pay special attention to your critical review **and check the rubric before submitting the review**.

**Final examination:** This final examination is cumulative, and may include multiple choice, true/false, fill in the blank, matching, short answer, and essay questions.

### Grading Scale

| ASSESSMENT METHOD          | NUMBER | POINTS EACH | POINTS TOTAL |
|----------------------------|--------|-------------|--------------|
| Examinations               | 5      | Variable    | 300          |
| Evidence Based Assignments | 2      | 50          | 100          |
| Final Examination          | 1      | 100         | 100          |
| <b>TOTAL</b>               | —      | —           | <b>500</b>   |

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

| Grade | Percentage | Quality Points | Grade | Percentage | Quality Points |
|-------|------------|----------------|-------|------------|----------------|
| A+    | > 94 %     | 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, Mason Athletic Training Society, etc.; you will be expected act and perform your duties according to those organizational values or code of ethics.

### 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.

### Tentative Class Schedule

| Week            | Topics  | Readings/Assignment Due  |
|-----------------|---|--|
| Aug 23– Aug 29  | Introduction, Clinical Examination, Foundations, Evaluation Process, Nomenclature & Medical Documentation, On Field & Biomechanical Postural Assessment | Ch 1, 2, 4, 5, 6, 7, 8, 9<br>Abbreviations Handout<br><b>Exam 1– Assessment, Documentation</b> |
| Aug 30 – Sep 5  | Foot, Ankle, & Lower Leg  | Ch 10  |
| Sep 6 – Sep 12  | Foot, Ankle, & Lower Leg  | Ch 10<br><b>Exam 2 – Foot, Ankle, &amp; Lower leg</b>  |
| Sep 13 – Sep 19 | Knee & Patellofemoral   | Ch 11  |
| Sep 20 – Sep 26 | Hip, Pelvis, and Thigh  | <b>Exam 3 – Knee</b>   |
| Sep 27 – Oct 3  | Hip, Pelvis, and Thigh  | Ch 12<br><b>Exam 4 – Thigh Hip Pelvis</b><br><b>EBP 1 Assignment Due</b>                       |
| Oct 4 – Oct 10  | Spine, Gait Analysis  | Ch 13, 14<br><b>Exam 5 – Spine, Gait</b><br><b>EBP 2 Assignment Due</b>                        |
| Oct 11– Oct 13  | Functional Assessments, Clinical Assessments  | <b>Final Exam</b>  |

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

## **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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by instructor.

### *Campus Resources*

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

## **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## **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.

### **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 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)*