

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

ATEP 545 – 202 —Athletic Training Clinical Techniques 1  
3 Credits, Fall 2024  
MWF 10:30 am – 12:30 pm SciTech (PW): Colgan Hall 318

**Faculty**

Name: Karlita L. Warren, PhD, LAT, ATC, FNAP  
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**Prerequisites/Corequisites**

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

Corequisite(s): ATEP 540

**University Catalog Course Description**

Applies principles of lower body, thoracic and lumbar spine physical assessment. Develops evaluation skills including special testing leading to diagnosis.

**Course Overview**

This laboratory course will be taught in the Athletic Training Clinical Simulation Laboratory. The focus of this course is to develop the cognitive and psychomotor competencies necessary for the safe, effective, and evidenced-based application of therapeutic modalities in a physically active patient population.

**Course Delivery Method**

This course will be delivered using a laboratory format

**Learner Outcomes or Objectives**

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

1. Describe mechanisms of lower extremity and spine injuries, including the etiology, pathogenesis, pathomechanics, signs, symptoms, and epidemiology of these conditions.
2. Define functional human anatomy, physiology and kinesiology relative to mechanisms of injury.
3. Identify signs and symptoms of lower extremity and spine injuries.
4. Choose appropriate medical terminology and documentation to record injuries and illnesses (e.g., history and examination findings, progress notes, and others).
5. Describe specific sport and/or position requirements relative to the return of an injured athlete to activity following injury.
6. Practice basic principles of acute management of lower body and spine conditions and injuries

7. List the goniometric measurements of the lower body, and spine.
8. Administer neurological testing of the lower body and spine.
9. Employ muscle testing of the lower body and spine.
10. Synthesize the literature to develop an evidence-based research project (to include but not limited to case study, clinical research project, literature review).
11. Critically appraise lower body evaluation techniques/interventions

### **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 Readings**

1. Starkey C, Brown SD, Ryan J. Examination of Orthopedic and Athletic Injuries. 4<sup>th</sup> Ed. Philadelphia, PA: FA Davis
2. Starkey C, Brown SD. Orthopedic and Athletic Injury Examination Handbook 3<sup>rd</sup> Ed. Philadelphia, PA: FA Davis

### **Recommended Textbooks**

1. Biel, A. Trail Guide to the Body, 6<sup>th</sup> Edition. Pearson Books of Discovery. ISBN #: 978-0-9987850-6-6
2. Hoppenfeld, S: Physical Examination of the Spine and Extremities, Upper Saddle River, NJ, Prentice Hall; 1976
3. Kendall F, McCreary E. Muscle Testing and Function. 5<sup>th</sup> Ed. Baltimore, MD: Williams & Wilkins; 2005.
4. Norkin C, White DJ. Measurement of Joint Motion: A Guide to Goniometry. 4<sup>th</sup> Ed. Philadelphia, PA: FA Davis; 2009

### **Course Performance Evaluation and Assignments:**

Students are responsible for submitting assignments on the due date specified in the course syllabus and modules. Any assignments submitted that do not follow the specific guidelines of the assignment rubric will result in point deductions. **Late submission of assignments (not related to an absence and/or without a pre-approved exemption) will be accepted; however, there will be a 10% penalty for the first late day. Each subsequent day will incur a 5% late penalty per day.** The student seeking an extension of time is expected to make the request for an extension in writing via email prior to the due date for the assignment.

- **If an assignment is more than five days late, it will not be accepted and a grade of “0” will be assigned.**
- All assignments must be submitted via Canvas and are due by 11:59pm on the assignment due date. **Emailed assignments will not be accepted without prior permission.**

This course will be graded on a point system. Students will be evaluated on content standards (knowledge gained) and psychomotor competency performance (demonstration of the skill content). Content standards and psychomotor skills will be assessed via practical skill demonstrations (Competency Evaluations) and a comprehensive practical examination. Class participation will be

assessed through completion of daily class activities.

**Class Participation** – Students are expected to communicate, participate, and perform assessments with multiple partners under the direction of clinical instructors. Because this is a laboratory course, students are asked to dress in shorts for each laboratory session. This will allow access to the lower extremity for skills practice and demonstration.

**Competency Laboratory Examinations** – Students will be expected to perform 1 or more assessments during testing. You will be given an allotted amount of time to perform the necessary and applicable special test(s). Instructors will provide any necessary materials or equipment for testing. You will be expected to demonstrate your practical knowledge of the clinical techniques reviewed.

**Evidence Based Practice Article Reviews:** The purpose of this assignment is to provide an understanding of relevant research literature related to clinical decision making for patients. The clinician makes practice decisions based on the best available research evidence, clinical experience, and a patient’s values. Health professionals 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. Students will be required to review evidence-based research articles related to the lower extremity & spine from peer-reviewed journals (written within the past 10 years). Two article reviews will be written. The article reviews should contain a brief summary of the major content and components of the study as well as a critique of the research. The use of AMA guidelines is required. A detailed rubric will be provided to students.

1. One article should be related to an injury, pathology, or condition. For this article, think about articles where you are examining why an injury, pathology, or condition occurs or where the authors are examining the reasons for an injury: e.g., *Does foot type affect and risk for plantar fasciitis?*
2. The second article should be related to assessment techniques. For this article think about articles where the authors are examining the efficacy of different diagnostic tests or assessments to determine whether a condition/pathology/injury exists or not e.g., *Is the Anterior Drawer or the Lachman’s a better test to examine ACL knee ligament injuries?*

The article critiques will be submitted to Canvas on their respective due dates (**Sept. 18, 2024 & Oct 4, 2024**).

Pay special attention to your critical review **and check the rubric before submitting the review.**

### Grading Scale

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Class Participation	22	5	110
Competency Laboratory Examinations	4	75	300
Evidence Based Practice Article Reviews	2	25	50
<b>TOTAL</b>	—	—	460

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

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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.

### Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

### Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

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 submission of assignments (not related to an absence and/or without a pre-approved exemption) will be accepted; however, there will be a 10% penalty for the first late day. Each subsequent day will incur a 5% late penalty per day.** The student seeking an extension of time is expected to make the request for an extension in writing via email prior to the due date for the assignment.

- **If an assignment is more than five days late, it will not be accepted and a grade of "0" will be assigned.**
- All assignments must be submitted via Canvas and are due by 11:59pm on the assignment due date. **Emailed assignments will not be accepted without prior permission.**

Please remember to put your name on your papers when submitted. Failure to put your name on your assignment will result in a zero (0) for the assignment.

## Class Schedule

### Tentative Class Schedule

<b>Day – Mon – Date</b>	<b>Topics</b>	<b>Assignment(s) Due</b>
M Aug 26	Syllabus & Course Overview; Assessment Basics	
W Aug 28	Range of Motion, Muscle Testing	
F Aug 30	Lower Quarter Screen	
M Sep 2	<b>Labor Day Break (Class is not in session)</b>	
W Sep 4	Foot, Ankle, & Lower Leg	
F Sep 6	Foot, Ankle, & Lower Leg	
M Sep 9	Foot, Ankle, & Lower Leg	
W Sep 11	Foot, Ankle, & Lower Leg	<b>Exam 1 – Foot, Ankle, &amp; Lower Leg</b>
F Sep 13	Knee & Patellofemoral	
M Sep 16	Knee & Patellofemoral	
W Sep 18	No In-Person Class	EBP Assignment 1
F Sep 20	Knee & Patellofemoral	
M Sep 23	Knee & Patellofemoral	<b>Exam 2- Knee &amp; Patellofemoral</b>
W Sep 25	Hip, Pelvis, and Thigh	
F Sep 27	Hip, Pelvis, and Thigh	
M Sep 30	Hip, Pelvis, and Thigh	<b>Exam 3- Hip, Pelvis, and Thigh</b>
W Oct 2	Spine	
F Oct 4	Spine	<b>EBP Assignment 2</b>
M Oct 7	Spine	Exam 4 Spine
W Oct 9	Posture & Gait Analysis	
F Oct 11	Posture & Gait Analysis	

M Oct 14	Functional Assessments/Clinical Assessments	
W Oct 16	Functional Assessments/Clinical Assessments	
F Oct 18	Current Trends in Assessment	

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

### **CEHD Commitments**

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

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

#### *Policies*

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://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 the instructor.

#### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

- Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto:titleix@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.

#### **Dress Code**

During the laboratory section of the course, students will be asked to wear appropriate clothing to expose various body parts for the purposes of practicing the application of various emergency medical procedures. Shorts, tank tops, tee-shirts, or sports bras/bathing suit tops, or similar clothing is required when topics focus on appropriate body parts. PLEASE be dressed appropriately and ready to learn and work with classmates in groups to allow for optimal educational experiences for all. The instructor may ask students to not participate in class if they do not adhere to dress code. If there is a concern with the dress code, it is the student’s responsibility to contact the instructor to make appropriate arrangements/modifications beforehand.

#### **Special Requirements**

The student will use issued supplies to practice skills that are taught in the laboratory section of the course. A laboratory fee of \$100.00 for this course was assessed through financial aid. More information will be offered in class. If you cannot make the meeting due to a class conflict, please see the instructor after class.

### **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. Warren (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 545 in its entirety, and I understand the policies contained therein. This syllabus serves as an agreement for ATEP 545 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 Canvas; it is my responsibility to access Canvas e-mail for announcements and assignments.

**(Signature) (Date)**

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

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**(Signature) (Date)**

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