ATEP 346
Athletic Injury Evaluation II
Fall 2015

Instructor: Kate Pfile, PhD, ATC
Office: 315 Silcox Center
Office Hours: M & W 11-12pm; or by appointment
E-mail: pfilekr@cofc.edu
Phone: (843) 953-3607

Class location: Room 146, Silcox Center
Class hours: M,W,F 10-10:50am

Course Description: A course designed to assess injuries of the head, trunk, spine and hip associated with athletic competition and physically active individuals. Mechanisms and characteristics of athletic injuries commonly occurring to these areas will be discussed. Emphasis will be on the components of the physical examination including history, inspection, palpation, functional testing, and special evaluation techniques. On-site and clinical assessment of injuries, proper referral, and an understanding of diagnostic equipment utilized in the medical field are included. Critical thinking in realistic scenarios is emphasized.

Course Objectives: Each student will demonstrate an understanding of the anatomical nomenclature, basic diagnostic statistics, injury classifications, the evaluation process, and evaluation documentation. Each student will demonstrate their understanding of a comprehensive evaluation as measured via written examinations and assignments.

Course Goals:
1. To develop an understanding of functional anatomy related to injuries of the head, spine, trunk and hip.
2. To develop proper techniques for assessing injuries related to sport and physical activity.
3. To establish a systematic approach to assessing injuries.
4. To utilize evidence based concepts when making decisions related to the injury evaluation process.

Course Credit: 3

Prerequisites: Admittance into the Athletic Training Education Program, successful completion of ATEP 245, 245L, 345, 345L

Corequisites: ATEP 346L

Course Text: Starkey and Ryan Evaluation of Orthopedic and Athletic Injuries 3rd Ed. Supplemental readings will be posted on OAKS.
Professional Behavior:
1. You are expected to conduct yourself as a professional and to demonstrate respect for the course instructor and peers with behavior that is conducive to a positive learning environment.
2. You are expected to be on time and present for each class session.
3. Cell phones must be turned off prior to the beginning of class and stored away unless being utilized during class to complete an assignment as directed by the instructor.
4. All assignments are to be completed and turned in on time. Late assignments will result in a 10% deduction for each day the assignment is late (this includes weekends and instances where assignments are submitted the same day due but after class has concluded). Failure to turn in an assignment by the end of the term will result in a zero for that assignment.

Attendance: You are expected to be present and on time to every class. Excused absences will be permitted for personal emergencies (personal and family related illness or death, documented with a note from a health care provider), religious observances, participation in University-sponsored activities (athletics or artistic performances), or government-required activities (military service or jury duty). **It is your responsibility to communicate to the instructor ahead of time about missing class via e-mail.** Missed work must be made up and it is your responsibility to arrange a make-up time. Missed exams and quizzes can only be made up if there is a documented excused absence. Make-up quizzes and exams must be scheduled in advance; otherwise the student will receive a zero. If you are late to class on an exam day, you will be required to turn in your exam when the time limit has been reached. Students who are late for class and create a disruption upon their arrival may be asked to leave per the discretion of the instructor.

Honor Code And Academic Integrity: It is expected that you will conduct yourself within the guidelines of the honor system. (See Student Handbook*) All academic work should be done with the high level of honesty and integrity that this institution demands!

Incidents where the instructor determines your actions are related more to a misunderstanding than intent to deceive will be handled by the instructor. You will be given a written intervention designed to help prevent you from repeating the error. The intervention, submitted along with an honor code violation form will be signed both by the instructor and the student and forwarded to the Dean of Students to be placed in your student record file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. If you are found responsible by the Honor Board for academic dishonesty you may receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. You may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

**You should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that you can work together on an assignment, project, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or**
using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

* A complete version of the Honor Code and all related processes can be found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php).

Disability Statement: This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged. **If you have a documented disability that has been approved to receive accommodations through SNAP Services you must provide the instructor with a copy of the recommended accommodation letter provided by the SNAP office in order to meet the accommodation.**

Exams and Final Exam: There will be three scheduled exams during the semester. Exams will take place in-class as a written format. Exams may consist of a variety of types of questions including but not limited to true/false, matching, multiple choice, fill in the blank, short answer and essay/application. The specific topics covered by each exam will be announced in class within the week of the scheduled exam. The final exam for this course will be held in accordance with the final exam schedule posted by the Registrar’s office. The exam will be cumulative in nature. More information will be provided about the final exam as the date approaches.

Quizzes: Because of the large amount of material presented in this class, preparation is key. Quizzes will be scheduled regularly at the start of class (see syllabus for dates). If you arrive after the quiz has been handed out you will not receive additional time to complete the quiz. If you arrive to class after the quiz has been collected or time has ended you will not be provided with the quiz or a make-up quiz. Quizzes will be related to material presented in lecture and/or assigned readings. Each quiz will include questions from more recent material as well as previously covered and assessed topics. Therefore, you will be challenged to learn, retain and apply information as the semester progresses.

Article Reflections: The goal of this assignment is for you to become comfortable with reading, critiquing and applying scientific literature with the long-term goal of practicing evidence-based medicine and becoming scholarly clinicians. You will complete 3 different assignments that will accomplish this goal. Each assignment will include reading a recent, peer-reviewed, published research article. You will be required to provide a written reflection, respond to prompted discussion questions and design an infographic that highlights the article’s research findings. The instructor will provide the articles by posting them on OAKS and you will submit your respective assignment via the OAKS dropbox tool. More specifics related to these assignments will be posted on OAKS.
**Posture Assessment Assignment:** You will perform a postural assessment and utilize popplet.com, an idea mapping website, to highlight your assessment findings. The report will include pictures from different perspectives and an analysis of overall postural findings. Refer to the assignment specifics posted on OAKS for more information. If you do not personally possess the necessary equipment (digital photo capability) you will have the opportunity to reserve an iPad to use to complete this assignment.

**Gait Analysis Video Presentation:** You will create a gait analysis video by selecting a person who presents with an antalgic or interesting gait pattern. You will record the individual walking/running (depending on the individual’s limitations) and provide a concise yet informative analysis of the individual’s gait parameters. To successfully complete this assignment you will: 1) use appropriate terminology to describe the various phases of gait and the observed mechanics; 2) correctly identify the individual’s limitations and unique gait mechanics; 3) use various applications and technology tools to create a quality presentation. Refer to the assignment specifics posted on OAKS for more specifics related to this assignment and links to technology tutorials. If you do not personally possess the necessary equipment (digital recording capability, iMovie) you will have the opportunity to reserve an iPad to use to complete this assignment.

**Discussion Questions:** At various times throughout the semester you will engage in an online discussion of scientific literature. The purpose of this assignment is to: 1) encourage students to critically read and review scientific literature related to the profession of athletic training and, 2) engage one another in the discussion of scientific literature. The course instructor will provide the class with an article to read. You will prepare a thoughtful point or question developed from the reading and post your point/question to the related discussion board within OAKS. Additionally, you will minimally respond to two additional classmates posts. Students will be graded based on the quality of question submitted and follow up posts (see the rubric posted within OAKS associated with this assignment). Failure to submit your initial post prior to the class discussion due date will result in a 0 for that portion of the assignment (instead of the customary 10% late submission deduction).

**Grading Criteria and Scale:** The student’s final grade will be based on the total number of points earned from each of the following evaluation techniques.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>3 Exams (100 points each)</td>
<td>300</td>
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<td>5 Quizzes (20 points each)</td>
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<td>1 Cumulative final exam</td>
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<td>3 Article reflections (30 points each)</td>
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<td>Gait analysis project</td>
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<td>Posture assessment</td>
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<td>4 Discussion questions (10 points each)</td>
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<td><strong>TOTAL</strong></td>
<td><strong>710</strong></td>
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### Course Outline
*Subject to change*

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<tr>
<td><strong>A</strong> &gt;90%</td>
<td><strong>B</strong> 79 – 78%</td>
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<td><strong>A-</strong> 89 – 88%</td>
<td><strong>C+</strong> 77 – 75%</td>
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<td><strong>B+</strong> 87 – 85%</td>
<td><strong>C</strong> 74 – 70%</td>
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<td><strong>B</strong> 84 – 80%</td>
<td><strong>C-</strong> 69 – 68%</td>
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<tr>
<th>Date, Day</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings</th>
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<tr>
<td>8/26, Wed</td>
<td>Introduction</td>
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<tr>
<td>8/28, Fri</td>
<td>Evidence Based-Medicine &amp; Diagnostic Statistics</td>
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<td>9/4, Fri</td>
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<td>9/7, Mon</td>
<td>Gait Analysis</td>
<td>CH 7</td>
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<td>9/9, Wed</td>
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<td>Quiz 1</td>
<td>CH 7</td>
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<td>9/11, Fri</td>
<td>Discussion of Scientific Evidence</td>
<td>Article Reflection 1 - prompted questions</td>
<td>#2 Noehren</td>
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<tr>
<td>9/16, Wed</td>
<td>Head &amp; Face</td>
<td>CH 19, 20, 21</td>
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<td>Article Reflection 2 - infographic</td>
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<td>10/5, Mon</td>
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<td>Thorax &amp; Abdomen</td>
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<td>Thoracic &amp; Lumbar Spine</td>
<td>CH 13, #10 Fritz</td>
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<td>Pelvis &amp; SI Joint</td>
<td>Gait Analysis Video</td>
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