

## Department of Kinesiology

### ATR 6087: Evidence Based Orthopedic Assessment of the Lower Extremity

Number of Units: 3

Fall 2020

## Point Loma Nazarene University Mission

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## Kinesiology Department Mission

The mission of the Department of Kinesiology is to prepare students to inform, maintain and improve the health, fitness and quality of life of themselves and the people they serve. The department is committed to educating our students and community in the science and benefits of optimal health and human performance; to developing in all students a lifelong habit of living healthfully; and to preparing students for the variety of career opportunities that utilize Kinesiology as a foundation.

## Athletic Training Program Mission

The mission of the Athletic Training Program *is to* challenge and fully equip students to become highly effective allied health care professionals and lifelong learners who incorporate a Christian perspective, academic excellence and professional/relational proficiency. Point Loma's athletic training program will consist of extensive laboratory and clinical experiences designed to provide a multifaceted learning experience that incorporates current research and scholarly instruction. The desired outcome of the curriculum is to emphasize an evidence-based approach to healthcare with the integration of Christian faith to produce intellectually and spiritually sound clinicians who are service oriented and focused on providing patient-centered care. Graduates will achieve the entry-level competencies necessary to take and pass the certification examination offered by the National Athletic Trainers' Association Board of Certification (NATABOC).

## Course Description

This course addresses evaluation techniques and care for musculoskeletal injuries to the lower extremities for graduate-level athletic training students. The student must integrate knowledge of anatomical structures, physiology principles and evaluative techniques to provide a basis for evidence based critical decision-making in an injury management environment. To be successful in this course, students must synthesize information presented in the lecture and laboratory and apply it to the clinical setting.

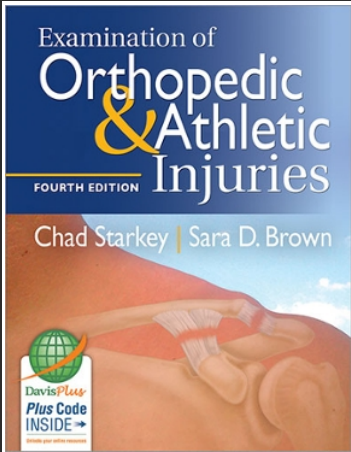
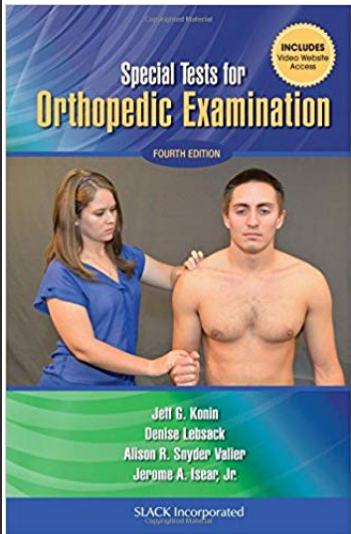
Specifically, this means that studying for quizzes and tests should involve reviewing and integrating the essential ideas contained in both the lectures and the textbook. Where possible, we will do activities in class or have study sessions to improve your retention.

Graded assignments (e.g., tests, quizzes, assessment outlines and review of literature paper) will be used to help students identify, recall, synthesize and apply the key concepts in orthopedic assessment of the lower extremity.

# Learning Outcomes Of the Class

- Apply a differential diagnosis approach and appropriate medical referral techniques with respect to physically active individuals. **PLO#1,3,4**
- Recognize, assess, make appropriate medical referral, and demonstrate knowledge of proper treatment incurred by athletes and other physically active individuals. **PLO#1,3,4**
- Demonstrate understanding of the relationships between etiologic factors and resulting lower extremity injuries. **PLO#1,3,4**
- Demonstrate proper use of established musculoskeletal evaluation methods, e.g., history, inspection (with and without a goniometer), resisted range of motion evaluation, manual muscle testing, ligament stress testing for evaluating common sport-related lower extremity and lumbar spine injuries. **PLO#1,3,4**
- Assess normal and pathological gait **PLO#1,3,4**
- Develop an understanding and appreciation of the specialized roles of the numerous allied health professionals. **PLO#1,3,4**
- Develop an understanding of the principles of evidence-based medicine (EBM) and how they apply to physical therapy. **PLO#1,3,4**
- Prepare a SOAP note utilizing proper medical terminology. **PLO#1,3,4**

## Required Books and Materials

	<b>Title</b>	Examination of Orthopedic and Athletic Injuries
	<b>Author</b>	Chad Starkey
	<b>Publisher</b>	FA Davis
	<b>ISBN</b>	
	<b>Price</b>	\$70-\$100
	<b>Title</b>	Special Tests for Orthopedic Examination 4th Edition
	<b>Author</b>	Jeff G. Konin PhD ATC PT, Denise Lebsack PhD ATC, Alison Snyder Valier PhD AT, Jerome A. Isear Jr. MS PT ATC-L
	<b>Publisher</b>	Slack
	<b>ISBN</b>	978-1617119828
	<b>Price</b>	\$50-\$70

## Academic Accommodations

While all students are expected to meet the minimum academic standards for completion of this course, students with disabilities may require academic accommodations. To request academic accommodations, you'll need to file documentation with the **Disability Resource Center** (DRC), located in the Bond Academic Center. Once documentation is filed, the DRC will contact your instructors and provide written recommendations for reasonable and appropriate accommodation to meet your needs. If you have questions or would like to discuss those or any learning problems, please feel free to contact me. See **Academic Policies** for full text.

## Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the **Class Schedules** site. No requests for early examinations or alternative days will be approved.

## Use of Technology

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class—but please make sure you use them appropriately and responsibly. ***If a tech tool becomes a distraction or disruption while class is in session, I will ask you to put it away or invite you to no longer bring it to class.***

## Academic Dishonesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." See **Academic Policies** for full text.

## Course Assignments

### Concept Mapping

To gain a deeper understanding of the patient evaluation process, students will be asked to use a concept map to lay out of all of the tasks that are required of a clinician to have

completed a thorough initial evaluation process. This assignment will be crucial to your foundational skills.

### **Examples:**

1. **Example One**
2. **Example Two**

## **Unit Homework Assignments**

In order to ensure that students are doing the pre-reading and to prepare the student for lecture Unit Homework Assignments have been placed within each corresponding joint unit. Within each of these assignments, students should ensure their responses to the questions are thorough. This can be done by using your textbook and/or the internet if needed to help facilitate answers. The questions with each of these assignments have been selected because of the level of difficulty of the topic, they are intended to get you to critically think about the joint we are covering.

## **Injury Assessment Outlines**

For each joint discussed in this course, students will be required to fill out an injury assessment outline. These injury assessment outlines have the MOST common pathologies observed/encountered in the field of athletic training. For this assignment students will populate the outline with the following information relating to the injury:

- Mechanism of Injury (MOI)/Etiology
- Signs and symptoms
- Special Tests used in the assessment of the pathology
- Common Diagnostic Test (x-ray, MRI, etc) used to diagnose the pathology

## **Case Scenarios**

Each individual/group will be randomly assigned an injury/pathology associated with the Unit. You are to create an injury scenario for your assigned injury/pathology. The injury scenario **must** include:

- Presentation of the injury/pathology
- History
- Observation/Inspection
- Palpations
- Special tests
- Assessment
- Immediate treatment/plan

Students are encouraged to get creative with their injury scenario. However, the HOPS aspect **MUST** be complete and thorough. This assignment must be typed and each member if you are working in a group **MUST** upload their own copy to canvas!

### **Example:**

1. **Example of quality case scenario** 

# Late Work

For each day that an assignment is late the student will be docked 10%. If the assignment is more than 5 days late it will not be graded. Should you get sick, overwhelmed or have a family emergency please communicate with me to avoid the late work policy penalty.

## Make Ups

**Makeup exams/quizzes will be given only if the professor is notified of the excused absence prior to the missed class or if the student has a legitimate emergency. No make-up labs will be allowed.**

## Course Examinations

1. Unit examinations will be used to formatively measure student mastery of the cognitive and affective aspects of the course of st
2. The Final Examination will be comprehensive and summative.
3. No provision is made for early or make-up examination The final examination is Thursday, December 10:30 – 1:00 pm.
4. Examinations should be regarded as:
  - An assessment of the student's current comprehension of the cognates of the course and the appreciations and values that are the effective aspect of being an allied healthcare professional
  - A learning experience. The professor will provide detailed feedback for the student in assessing the student's performance. The student should value the feedback as another exposure to the cognates and effective content of the course. Professor and student must strive together to accomplish greater understanding and acumen based upon the feedback rendered by the whole examination experience.
  - An opportunity to be accountable for one's own learning

## Quizzes

**Makeup exams/quizzes will be given only if the professor is notified of the excused absence prior to the missed class or if the student has a legitimate emergency. No make-up labs will be allowed.**

## Course Communication

Email will be the MAIN form of communication used by the professor outside of class. Students are expected to check their email at least ONCE A DAY. If you know of issues with your @pointloma.edu account please notify the professor immediately.

## Course Grading

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<u>GRADE</u>	<u>Percent - Based off of total points</u>
A	94-100
A-	90-93
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D+	68-69
D	64-67
D-	60-63
F	0-59