

**KINE 3320 Lower Extremity Evaluation
(3 credit hours)**

FALL 2011

TR 8:00-9:20

Instructor: Dr. Paul Krawietz, ATC, LAT
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Office Hours: TR: 9:30-11:00; other times available by appointment

Required Texts: Starkey C, & Ryan JL. (2009) *Evaluation of Orthopedic and Athletic Injuries*. 3rd ed., F.A. Davis.

Biel, A. (2005). *Trail Guide to the Body: How to Locate Muscles, Bones, and More*, 4th edition. Books of Discovery. (Bundle- student guide included)

**Recommended
Supplemental
Texts &
CD-ROMS:**

Clarkson HM. (2000) *Musculoskeletal Assessment: Joint Range of Motion and Manual Muscle Strength*, 2nd edition. Lippincott Williams & Wilkins.

Epler M, Wainwright S. (2002) *Manual Muscle Testing: An Interactive Tutorial*. SLACK Inc.

Brown G. (2002) *Gait: An Interactive Tutorial*. SLACK Inc.

Van Ost L. *Goniometry: An Interactive Tutorial*. SLACK Inc.

Prerequisite: BIOL 2457; Athletic Training majors only or permission of the instructor.
Requires concurrent enrollment in KINE 3130 Clinical Practicum II.

Course Description A study of the common orthopedic and musculoskeletal injuries involving the lower extremities and lumbar spine, with a special emphasis on recognition, evaluation, diagnosis, and initial management.

Learning Objectives: This course will address the following cognitive competencies from the 4th edition of the *Athletic Training Educational Competencies*:

Orthopedic Clinical Examination and Diagnosis (a-f): 1, 2, 4-13, 15-17

Student Learning Outcomes: After completing this course, students will be able to:

1. identify the functional anatomy of the foot, ankle, lower leg, knee, thigh, hip, and low back.
2. demonstrate the ability to follow an organized injury evaluation model to include history, observation/inspection, palpation, and special tests.

3. recognize the signs, symptoms, and mechanisms of injuries to identify the appropriate special tests to perform in a lower extremity injury evaluation.
4. develop a differential diagnosis based on the results of a thorough injury evaluation.
5. demonstrate the ability to appropriately document a lower extremity or low back injury evaluation in the form of a SOAP note.
6. develop an initial injury management plan for musculoskeletal injuries involving the lower extremities and low back.

Evaluation:

Grading Scale:

Exams		A = 90% 729-810
Chapter Quizzes (8 x 10 pts each)	80 _____	B = 80% 648-728
TEST 1	100 _____	C = 70% 567-647
TEST 2	100 _____	D = 60% 486-566
TEST 3	100 _____	F = <60% <485
Comprehensive Final Exam	200 _____	
Critical Thinking/Differential Diagnosis		
Case study/ abstract paper and discussion	100 _____	
Anatomy		
Anatomy Worksheets (4 @ 20 points each)	80 _____	
Professional Development		
CEUs (5 contact hour minimum)	25 _____	
Notebook	<u>25</u>	
Total:	810	

Exams/Quizzes: Scanton 882-E forms will be needed for quizzes and exams. Exams and quiz format will be multiple choice, true-false, and short answer essay.

Anatomy

Worksheets: Students are expected to print their anatomy worksheets, complete it and turn in.

**Case Study/
Abstract/Grand
Round:**

Students will investigate a lower extremity injury and report their findings via a power point presentation

Notebook:

At the end of the semester, you are required to turn in your course notebook for a grade. The three-ring notebook is expected to be neat and organized with a title page, table of contents, and section tabs. **The notebook should include the class syllabus as well as all lecture notes, articles, handouts, tests, quizzes, and anatomy worksheets.** When returned, this notebook should be placed in your athletic training portfolio.

Professional Development

Professional development is an important aspect of your formal preparation as an athletic trainer. Professional development includes taking responsibility for your own continuing education and realizing the need for life-long learning.

Continuing Education Units (CEUs): There are a variety of continuing education opportunities offered each semester through the Department of Kinesiology, the Athletic Training Education Program, the Ben Hogan Sports Therapy Institute, and many other sports medicine institutions or organizations. You are expected to obtain a minimum of 5 contact hours of continuing education outside of scheduled class activities. These continuing education hours must be documented on a CEU Documentation Form (available on the course website). **Note: Documentation verifying your attendance must be attached to the CEU Documentation Form (i.e., program, brochure, signed ceu attendance form, etc.).**

Course Outline and Tentative Schedule Fall 2011

Day	Date	Topic	Assignments
R	8/25	Course Syllabus; Ch. 1: The Injury Evaluation Process	
T	8/30	Ch. 1 cont.	
R	9/1	Ch. 4: Injury Pathology Nomenclature	
T	9/6	Ch. 5: Musculoskeletal Diagnostic Techniques	
R	9/8	Ch. 8: Foot and Toes – Functional Anatomy	(Foot and Toes Anatomy Wksht due)
T	9/13	Ch. 8: Foot and Toes – History & Inspection	
R	9/15	Ch. 8: cont – Palpation & Special Tests; Foot Pathology	
T	9/20	Ch. 8: cont. – Foot Pathology	(Foot and Toes Quiz)
R	9/22	Ch. 8: cont. – Foot Pathology	
T	9/27	Test #1	
R	9/29	Ch. 9: Ankle and Lower Leg – Functional Anatomy	(Ankle/Lower Leg Anatomy Wksht due)
T	10/4	Ch. 9: Ankle and Lower Leg – Evaluation	
R	10/6	Ch. 9: cont. – Evaluation; Ankle Pathology	
T	10/11	Ch. 9: cont. – Ankle and Lower Leg Pathology	(Ankle/Lower Leg Quiz)

R	10/13	Ch. 9: cont. – Ankle and Lower Leg Pathology	
T	10/18	Test #2	
R	10/20	Ch. 10: Knee – Functional Anatomy	
T	10/25	Ch. 10: cont. – Evaluation; Knee Pathology	(Knee Anatomy Wksht due)
R	10/27	Ch. 10: cont. – Knee Pathology	
T	11/1	Ch. 10: cont. – Knee Pathology	(Knee Quiz)
R	11/3	Ch. 11: Patellofemoral	
T	11/8	Test #3	
R	11/10	Ch. 12: Pelvis and Thigh – Functional Anatomy	(Pelvis/Thigh Anatomy Wksht due)
T	11/15	Ch. 12: Pelvis and Thigh – Evaluation	
R	11/17	Ch. 12: cont. – Pelvis and Thigh Pathology	
T	11/22	Ch. 12: cont. – Pelvis and Thigh Pathology	(Pelvis/Thigh Anatomy Quiz)
R	11/24	<i>THANKSGIVING HOLIDAY</i>	
T	11/29	Ch. 12: cont. – Pelvis and Thigh Pathology Case study/ Abstract/ Grand Rounds	
R	12/1	Ch. 7: Evaluation of Gait	
T	12/6	Case study/ Abstract/ Grand Rounds	PPT Presentation
R	12/8	Case study/ Abstract/ Grand Rounds	PPT Presentation
T	12/13	8:00-10:30 Comprehensive Final Exam	

University Academic Policies

Attendance: Students are expected to be at each class meeting.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. For undergraduate courses, see http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10:

“In attempting to resolve any student grievances regarding grades, it is the student’s obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. If students wish to appeal, their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee’s decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean.”

“The dean of the college or school in which a student is enrolled, or the director of the University Advising Center if the student has not declared a pre-major or major, has jurisdiction over the student’s program of study,

degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.”

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) “cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Department of Kinesiology – Drop Policy: It is the responsibility of the student to add or drop classes or withdraw from school within the appropriate time frame established by the University Registrar. (The departments are not allowed nor obligated to add or drop students from classes.) Deadlines can be found in the current Schedule of Classes.

The Department of Kinesiology Grade Requirement: As stated in the undergraduate catalog, you are required to earn a “C” or better in ALL Kinesiology and Health courses to maintain your status as a Kinesiology major. Therefore, in the future, you will be required to retake any Kinesiology course in which you earned a “D” or “F”. These classes must be taken at UTA. If a “D” or “F” grade is earned you will need to contact your academic advisor, since you will need permission to continue to take Kinesiology and Health courses until the grade is replaced with a “C” or better grade. If you have any questions regarding this policy, please contact your academic advisor.

Athletic Training Education Program Grade Requirement: For both admission and continuance, UT Arlington ATEP students must meet the following academic requirements to remain in good standing in the program:

1. maintain a cumulative GPA of 2.5 or higher*
2. maintain a 3.0 GPA or higher in the athletic training core courses
3. earn a C or better in all 3000 and 4000 level athletic training courses (**athletic training courses with an earned grade of D or lower must be repeated**)

* If a student fails to maintain a cumulative GPA of 2.5 or an athletic training GPA of 3.0, the student will be placed on probation. A student will be afforded two semesters, at most, to satisfy the GPA requirements. During the first probationary semester, the student will be allowed to continue accruing clinical experience hours; however, he/she will be required to attend mandatory study hall (approximately 4-6 hrs/week). Should a second probationary semester be necessary, the student will be removed from the clinical aspect of the program, preventing him/her from accruing any clinical experience hours. This change will be made to help the student focus their time on improving their academic performance. Should the student fail to raise their GPA during the second probationary semester, he/she will be removed from the ATEP.

Library Information: The Department of Kinesiology library contact is Andy Herzog. He will be able to assist you in research materials and other library matters. His contact information is: Andy Herzog, MLS Librarian for Education, Kinesiology, and Political Science

Central Library, Rm. 313

University of Texas at Arlington

amherzog@uta.edu

<http://libguides.uta.edu/profile.php?uid=33755>

817.272.7517

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service. The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration • Life-long Learning
- Diversity
- Technology
- Field Experiences

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.