



COURSE CHANGE PROPOSAL

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

CCP

INSTRUCTIONS: This form is used to make changes to a course number, title, 4-letter designator, credit hours, pre- or co-requisites, description, delivery location or delivery method, or to delete a course. If the change affects the interests of another unit or campus, letters of concurrence from those units must be attached. The form is available online at www.sc.edu/provost/acadprog.

Date: 8/25/2012

Campus: USC--Columbia College/School: Education

Department (if applicable): Physical Ed & Athletic Training

Undergraduate Graduate

OLD COURSE INFORMATION

Course Designation: PEDU 348
4-letter Designator Prefix Course Number Suffix

Credit Hours: 3 Variable Fixed # Times Course Can Be Taken: _____

Course Title: Evaluation of Injuries I

Cross-listed with which course? _____
4-letter Designator Prefix Course Number Suffix

Course Prerequisites/Corequisites: Coreq: PEDU 348L

Course Delivery Location: USC Campus Off-Campus site
(If an off-campus delivery change is being requested, attach a completed Off-Campus Delivery (OCD) form)

Course Delivery Method: Traditional Delivery Distance Technology Delivery (streaming video, web-based, CD/DVD)
(If distance technology delivery is being requested, attach a completed Distance Education Delivery (DED) form.)

Proposed Effective Term for change to database/bulletin:

Year: 2012 Fall Spring May Session Summer I Summer II

PROPOSED CHANGE

Delete Course: Effective Term Year: _____ Fall Spring May Session Summer I Summer II

Change Course Title to: Evaluation and Assessment of Lower Extremity Injuries

Change Course Designator to: _____

Change Course Number to: _____

Change Credit Hours to: _____

Change Prerequisites/Corequisites to: Prereq: PEDU 266, PEDU 275; Coreq: PEDU 348L

Change Course Description/Content *(Please attach a completed two-column Bulletin Change Form.)*

Add or Change Delivery Location *(Please attach a completed Off-Campus Delivery (OCD) Form.)*

Add or Change Delivery Method to Distance Education *(Please attach a completed Distance Education Delivery (DED) Form.)*

Other Change (Specify): _____

IMPACT ON OTHER ACADEMIC UNITS & CAMPUSES

Does the proposed course affect the curriculum, students or academic interest of any other unit at USC Columbia or on a USC Regional Campus? Yes No

Identify which unit(s)/campus(es) _____


(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)

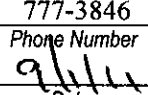
REQUIRED ATTACHMENTS (The following documents **must** be attached to this form before submission)

- Course syllabi (Provide old syllabus and changed syllabus)
- "Before" and "After" bulletin description on two-column Bulletin Change Form (BCH)
- Justification Form (JUS)
- Letters of concurrence (if appropriate)

CONTACT INFORMATION

Contact Person:

Jim Mensch
Print name
 jmensch@mailbox.sc.edu
Email Address

Signature

AT Program Director
Title
 777-3846
Phone Number

Date

REQUIRED APPROVALS

Department Chair:

Linda M. N. Iges - Archer  9/02/11
Print name Signature Date

Email Address Phone Number

Academic Dean:

Print name Signature Date

Email Address Phone Number

FacSenate Cours&Curric/
 Dean of the Graduate
 School (as appropriate)

Print name Signature Date

Email Address Phone Number

Date of Faculty Governance Approval (if appropriate) Graduate Council Faculty Senate



BULLETIN CHANGE FORM

BCH

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

INSTRUCTIONS: Please attach the proposed language changes exactly as they are to appear in the Bulletin. A two-column format showing both the old wording (left column) and the new wording (right column) is required. This form is available online at www.sc.edu/provost/acadprog.

Date: 8/25/2011

Campus: USC--Columbia College/School: Education

Department (if applicable): Physical Ed & Athletic Training

Proposed Effective Term for change to database/bulletin:

Year: 2012 Fall Spring May Session Summer I Summer II

Bulletin Version: Graduate Undergraduate

Internet or web link to Bulletin Entry: http://bulletin.sc.edu/preview_program.php?catoid=36&poic

CURRENT BULLETIN LANGUAGE

(text to be deleted in new version show as **strikethrough**)

Please note that text should be formatted in Word to show strikethrough. Then, cut and paste the text into the space below.

NEW LANGUAGE OR PROPOSED CHANGE TO BULLETIN

(new text shown as **underlined**)

~~PEDU 348 - Evaluation of Injuries-I~~

~~Provides knowledge and skills for orthopaedic/physical assessment of common injuries to the spine and lower body. Restricted to: Acceptance into ATEP.~~

Corequisite: PEDU 348L

PEDU 348-Evaluation and Assessment of Lower Extremity Injuries

Provides knowledge and skills for orthopedic/physical assessment of common injuries to the lower body. Study of the lower extremities as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.

Prerequisite: PEDU 266, PEDU 275


Corequisite: PEDU 348L

CONTACT INFORMATION

Contact Person:

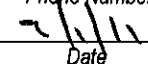
Jim Mensch
Print name

Jmensch@mailbox.sc.edu
Email Address


Signature

AT Program Director
Title

777-3846
Phone Number


Date

REQUIRED APPROVALS *(for Bulletin Changes not associated with an academic program or curriculum)*

Office for Authority for
Bulletin Section:

Print name

Email Address

Signature

Phone Number

Date



JUSTIFICATION FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

JUS

INSTRUCTIONS: Please attach a statement explaining the justification for the proposed program or course action. This form is available online at www.sc.edu/provost/acadprog.

Date: 8/25/2011

Campus: USC--Columbia College/School: Education

Department (if applicable): Physical Ed & Athletic Training

Undergraduate Graduate

The athletic training education program is changing its sequence of the 3-courses offered in evaluation and assessment of athletic injuries (PEDU 348,349,350). We are adding a third evaluation course to cover all the content associated with head, neck, spin, abdomen and upper extremity injuries. We need to make sure that the current description of content for all the courses match the content to be covered, since we now have 3 courses, instead of 2. Some of the content was an overlap and can now be covered better in the new course. The new course description of PEDU 348 now accurately reflects the content that needs to be covered as outlined by CAATE and the evaluation and assessment education domain. The change in title will also help students, prospective students, and academic advisors better understand and advise on the three course sequence.

University of South Carolina
Evaluation and Assessment of Lower Extremity Injuries
PEDU 348 - Fall 2011

Instructor: Toni Torres-McGehee PhD, ATC
Office: Rm 212
Office Hours: MW 9:00-11:00 AM, T 2:00-3:00PM
Office Phone: 803-777-0636
Email: torresmc@mailbox.sc.edu
Course Info: TTH 8:00-9:15 AM; (3) credit hr, Blatt PE Center 217

Lab Instructor:	Brian Seiler MS, ATC	E-mail: seilerb@email.sc.edu
TAs:	Mark Hilla ATC	E-mail: hilla2@email.sc.edu
	Brianne Gomez ATC	E-mail: gomezbk@email.sc.edu
	Caleb Lott ATC	E-mail: lottcd@email.sc.com
	Tiffany Duran MS, ATC	E-mail: teduran86@gmail.com
	Emily Whittington ATC	E-mail: whittin5@email.sc.edu
	Allen Poremskis ATC	E-mail: poremski@email.sc.edu
	Mary Green ATC	E-mail: greenme7@email.sc.edu

COURSE DESCRIPTION:

Provides knowledge and skills for orthopedic/physical assessment of common injuries to the lower body. Study of the lower extremities as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity. Prereq: PEDU 266, PEDU 275; Coreq: PEDU 348L

REQUIRED TEXT:

- Kendall F, McCreary E. *Muscle Testing and Function*. 5th ed. Baltimore, MD: Williams & Wilkins; 2005.
- Norkin C, White DJ. *Measurement of Joint Motion: A Guide to Goniometry*. 4th ed. Philadelphia, PA: FA Davis; 2009.
- Magee DJ. *Orthopedic Physical Assessment*. 5th Ed. St. Louis, Missouri: Saunders Elsevier. 2008.
- Starkey C, Brown SD, Ryan J. *Examination of Orthopedic and Athletic Injuries*. 3rd Ed. Philadelphia, PA: FA Davis; 2009.
- Konin JG, Wiksten DL, Isear JA, Brader H. *Special Test for Orthopedic Examination*. 3rd Ed. Thorofare, NJ: Slack Inc. 2006.

OPTIONAL TEXT:

- Hoppenfeld S. *Physical Examination of the Spine and Extremities*. Appleton-Century-Croft. 1976.
- Starkey C, Brown SD, Ryan JL. *Evaluation of Orthopedic and Athletic Injuries*. 3rd Edition. 2009. ISBN: 978-0-8036-1720-9.

COURSE OBJECTIVES:

The goal of this course is to assist the athletic training student in developing a clear understanding of all components of injuries to the lower extremities (e.g., pelvis, hip, thigh, knee, lower leg, ankle and foot). With this knowledge, he/she will be able to conduct evaluations of lower extremity injuries and arrive at clinical diagnoses related to these areas. In addition, he/she will be able to design treatment and rehabilitation protocols for injuries to the lower extremity. Upon completion of the course, students will be able to:

- ATS will be able to apply their mastery of the cognitive, affective, and psychomotor competencies as listed in the teaching objectives of the 5th Edition of the NATA Athletic Training Education Competencies for assessment, clinical diagnosis and management. All educational competencies can be found on the Blackboard site for this course.
- Identify common risk factors and causes of injuries for child, adult, and aging populations.
- Identify common athletic injuries to each body part and potential mechanisms for those injuries.

- Identify relationships between signs and symptoms and injury pathologies.
- Identify presented signs and symptoms as either warranting referral to a physician or not.
- Apply commonly accepted techniques and procedures for clinical evaluation of common injuries including (a) history, (b) inspection, (c) palpation, (d) functional testing (range of motion testing, ligamentous/capsular stress testing, manual muscle testing, sensory and motor neurological testing, posture, etc.) and (e) special evaluation techniques (including gait evaluation).
- Identify disabilities, functional limitations and their underlying impairments as part of the examination process.
- Distinguish between primary, cortical and discriminatory forms of sensation.
- Based on a functional assessment and evaluative findings, ATS will formulate a differential diagnosis for a patient's condition.
- Modify an evaluation relative to the circumstances, selecting only necessary features.
- Differentiates the use of diagnostic tests based on their applicability in the assessment of an injury or illness when prescribed by a physician.
- Demonstrate appropriate and accurate medical record keeping strategies.
- Communicate effectively using language appropriate to the situation and audience.
- Apply best evidence to determine the best examination techniques.
- Demonstrate proper diagnosis of the patient's condition and determine and apply immediate treatment and/or referral in the management of the condition.

FORMAT

Classes will consist of an interactive format that consists of structured activities, lectures, small and large group discussions/assignments, and in-class presentations. All readings will be posted on Blackboard.

COMMUNICATION

All students are required to have an active email address and to obtain a Blackboard account for this course. Announcements will be posted via Blackboard and it would be prudent for you to check this site daily. At times assignments and quizzes may be posted on Blackboard for electronic delivery.

ACADEMIC MISCONDUCT

Each student in the class is expected to adhere to the highest standards of academic honesty. Cheating and plagiarism violate the rules of the University and the ethical standards of members in physical education and allied health professions. Violations of the university's rules regarding academic dishonesty can lead to a failing grade in the course and expulsion from the University. Students may view the Student Academic Responsibilities document online at <http://www.sc.edu/policies/staf/staf625.html>. Students must follow the Honor Code for the University of South Carolina. More information can be found at www.sc.edu/academicintegrity.

This **Honor Code** is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Honor Code, but this list is not intended to be an exhaustive compilation of conduct prohibited by the Honor Code:

- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
- Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
- Use of another person's work or ideas without proper acknowledgment of source.
- Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).

- Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
- Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program.

Whenever a student is uncertain as to whether conduct would violate this Honor Code, it is the responsibility of the student to seek clarification from the appropriate faculty member or instructor of record prior to engaging in such conduct.

DESCRIPTION OF ASSIGNMENTS, EXAMS, AND GRADING POLICY

Course Evaluation

Course Notebook	50 Points
Case Study Project	150 Points
Quizzes	150 Points (6 @ 25 points each)
Out of Class Assignments	50 Points
<u>Exams (3)</u>	<u>450 Points (3 @ 150 Points)</u>
Total Points	850 Points

Letter grades will be assigned on the following scale:

93-100%	A	78-79	C+	60-67%	D
88-92%	B+	70-77%	C	59 ↓	F
80-87%	B	68-69%	D+		

Course Notebook

Students are required to use a 3-ring, loose-leaf notebook to organize course materials. This notebook should be organized according to body part/body area/joint with a separate section for each. Your course notes should be neat, legible (typed) and complete. Powerpoints will be available online as long as students remain engaged (e.g., class participation and takes additional notes) in class. The course notebook is due **Friday December 3th, 2010**.

Quizzes and/or Out of Class Assignments

Quizzes or additional assignments will either be online (Blackboard) or in class. All assignments will be posted on Blackboard.

Exams/Final Exam

All exams will involve detailed explanation and application of cognitive, psychomotor, and clinical competencies. Details on the format of the final exam will be given during the course of the semester.

A final exam will be given at the end of the semester. The Final exam will be broken down to 75% of the exam covering the Lower Leg, Ankle, Foot and 25% comprehensive.

Online Exam/Quiz Policy

It is the student's responsibility to secure a reliable computer to take any quiz/exams assigned to this course. If the student does not own a personal computer, the College of Education and the library have computers available for students. Quizzes/exams can be found on blackboard and will be open approximately 3-5 days to prior to the deadline. Any student taking the exam the last day must complete the exam no later than 5:00PM. If the student chooses to take the exam after 5:00PM; there will be no options to reset the exam if computer issues occur (e.g., student's computer fails, shuts down, doesn't save answers, etc). Quizzes/Exams are NOT open book or notes; any student that is caught cheating will receive an "F" in the course.

ADMINISTRATIVE COURSE REQUIREMENTS

Class Attendance

According to the University attendance policy, "students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussions may occur. Absence from more than

10 percent of the scheduled class sessions...is excessive and the instructor may choose to exact a grade penalty for such absences." Furthermore, this course attendance policy states that three tardies equals one absence. Absences exceeding 10% (3) of class meetings will result in the student's grade being lowered by one letter grade. If absences exceed 20%, the instructor may request the student withdraw from class. Students who miss a class, whether excused or unexcused, will be responsible for any assignments, quizzes, exams or other material covered on that day. Students who are traveling with a sport and will miss class must notify the instructor prior to missing.

Withdrawals and Incompletes

1. August 24, 2011 is the last day to change or drop a course without a grade of "W" recorded.
2. September 13, 2011 is the last day to withdraw from the course without receiving a "WF". No withdrawals will be signed after that date.
3. **It is the student's responsibility** to properly process withdrawals. Students who fail to process withdrawals or who process them after the time that grade report sheets are printed, will receive a grade of F on the official grade sheet.
4. Incomplete (I) grades will be given only in extenuating circumstances and **never** as a replacement for a failing or substandard grade. Any student requesting an incomplete grade must see the instructor, Dr. Torres-McGehee for approval and for additional rules governing incomplete grades.

Required Documentation for Excused Absences

Generally, documentation must be submitted to instructor within **ONE WEEK** of absence. See the "Absence Form" for specific information.

- **Funerals**: will be excused when provided with an obituary or prayer card. (P. I-17 of catalog)
- **Illness**: will be excused by a doctor's completion of the attached form. Medical excuses provided by a parent or other family member are **NOT** acceptable. Additionally, a physician who is also a member of the family (i.e., parent, step-parent, sibling, aunt/uncle, and grandparent) may **NOT** complete the form for the student.
- **University Sponsored Events, Military Obligation, and Religious Holidays**: documentation must be submitted at **PRIOR** to the absence. The documentation must contain the exact dates the student will be gone. No third party documentation is required for religious holidays.
- **Self-handicapping behaviors** – Many students will attend class in a physical condition that is less than adequate to complete the physical demands of this class. As a result, the instructor reserves the right to dismiss the student for his or her own safety. These instances include, but are not limited to: all-night social activities (i.e., dance marathon, all night study sessions), being hung-over due to alcohol or other drug use, and chronic dehydration. Depending on the circumstances and the frequency of these situations, the instructor reserves the right to charge the student with an absence, or allowing the student to make up the class through one of the above stated make-up activities.
- **Observing Surgeries** – If a student plans to observe a surgery, they must schedule the surgery around class time. Observing a surgery will not be an excused absence.

Late Assignments

Assignments submitted after the due date (beginning of class) will not be accepted. Late assignments will result in a zero for the assignment. Assignments should be submitted at the beginning of the class meeting on the due date via blackboard or as otherwise directed.

Religious Holiday Policy

Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. No major test, major class events or major university activity should be scheduled on a major religious holiday. Professors and university administration shall not penalize students who are absent from academic or social activities because of religious observance. Students shall be permitted a reasonable amount of time to make up material or activities covered in their absence.

Sexual Harassment

Sexual Harassment is not permitted at the University of South Carolina. Please be aware that your statements and actions are being observed by numerous students with very diverse backgrounds. An action that may appear to be harmless in one person's opinion may be interpreted as aggressive pressure or intimidation by another individual. Any concern regarding sexual harassment should be reported to the instructor or Dr. Karen French (PE Department Chairman at 777-3172).

CELL PHONES AND PAGERS ARE REQUIRED TO BE TURNED OFF OR ON VIBRATE/SILENT MODE DURING CLASS.

Physical education majors must adhere to the Professional Point Requirement of the department:

Professional Point Requirements for Fall 2011

Physical Education and Athletic Training majors are required to earn a minimum of three professional points per semester for a total of six professional points during the academic year. Proof of three points are required by **5:00 PM, Monday, November 21, 2011** or your grade will be lowered one grade level (e.g., an earned A drops to a B+) in this course and all PEDU courses. Evidence of professional points must be verified on the appropriate form (available on Blackboard and in office suite 218 Blatt PE Center) and placed in the **PROFESSIONAL POINT BOX** in suite 218 Blatt PE Center. Student status regarding professional points will be posted on Blackboard monthly. It is the obligation of students to confirm that the records are accurate and to provide appropriate evidence to support any disputes (make copies of all forms turned in). Please check Blackboard regularly and email or see Melanie Perrault if you have any concerns or questions (perraultm@mailbox.sc.edu) number of professional points you have accumulated. Contact Jeremy Searson (searsojr@mailbox.sc.edu) if you have specific questions regarding professional points (e.g., what counts as a professional point, what doesn't count as a professional point).

*NOTE: Any student, who begins the semester as a PEDU major, but subsequently changes majors, will still be held accountable for professional points in all PEDU courses.

Tobacco Free USC

The University of South Carolina has a new no-tobacco policy that went into effect, August 1st, 2006. Tobacco use is now prohibited in and around all USC-owned and -occupied buildings, university vehicles and in designated outdoor areas.

Please visit www.sc.edu/healthycarolina to see the complete policy and to learn more about how you can improve your health and encourage healthy behaviors by all members of the Carolina community. Also, this site has listings of the many free resources USC offers to help tobacco-users quit if they so choose.

Proper ID Needed to Enter the Blatt PE Center

You will need a valid USC photo ID card to enter the building. The university is trying to make this a safer campus, and you can help by remembering to have with you and to show at the front door, your USC photo ID. It is the job of the employee at the front door to check your ID and to deny you admission to the building if you do not have it with you. Missing class because you could not gain entry into the building is not an acceptable excuse for absence. Please help to make this a safer building by having and showing your appropriate ID when entering the building.

**Fall 2011 - PEDU 348 Evaluation and Assessment of Lower Extremity Injuries
Tentative Course Outline**

*Light Green – Practice Lab Content – Friday 9:05-10:55 AM
Black – Lecture Content – TTH 8:00-9:15 AM
Red – Lab Content – Wednesday 9:05-10:55 AM*

DATE	TOPIC	READINGS	QUIZ	EXAM
8/18/11	Introduction & Course Syllabi PEDU 348 & 348L			
<i>PX Lab</i> 8/19/11	<i>Introduction to PEDU 348L Course –Format of Class</i>			
8/22/11	Evaluation Process & Evidence Based Medicine (EBM)	Chapter 1,3,4,5-Starkey Chapter 1-Magee		
<i>LAB</i> 8/23/11	<i>Anatomy & Palpation of Pelvis, Hip, & Thigh</i>	<i>Chapter 12-Starkey Chapter 10,11-Magee</i>		
8/25/11	Evaluation Process/Pelvis, Hip, & Thigh (Anatomy & Palpation)	Chapter 12-Starkey Chapter 10,11-Magee		
<i>PX Lab</i> 8/26/11	<i>Anatomy & Palpation of Pelvis, Hip, & Thigh</i>	<i>Chapter 12-Starkey Chapter 10,11-Magee</i>		
8/30/11	Pelvis, Hip, & Thigh (Anatomy, Palpation & Pathologies)	Chapter 12-Starkey Chapter 10,11-Magee		
<i>LAB</i> 8/31/11	<i>Anatomy & Palpation of Pelvis, Hip, & Thigh (ROM, MMT, Special Test)</i>			
9/1/11	Pelvis, Hip, & Thigh (Pathologies)	Chapter 12-Starkey Chapter 10,11-Magee		
<i>PX Lab</i> 9/2/11	<i>Pelvis, Hip, & Thigh (Palpations, ROM, MMT, Special Test)</i>	<i>Chapter 12-Starkey Chapter 10,11-Magee</i>		
9/6/11	Pelvis, Hip, & Thigh (Pathologies)	Chapter 12-Starkey Chapter 10,11-Magee		
<i>LAB</i> 9/7/11	<i>Pelvis, Hip, & Thigh (ROM, MMT, Special Test, Neurological Assessment, Clinical Decisions)</i>	<i>Chapter 12-Starkey Chapter 10,11-Magee</i>		
9/8/11	Pelvis, Hip, & Thigh (Pathologies)	Chapter 12-Starkey Chapter 10,11-Magee	Quiz 1	
<i>PX Lab</i> 9/9/11	<i>Pelvis, Hip, & Thigh (ROM, MMT, Special Test, Neurological Assessment, Clinical Decisions)</i>	<i>Chapter 12-Starkey Chapter 10,11-Magee</i>		Case Study Topic Due
9/13/11	Pelvis, Hip, & Thigh (Pathologies)	Chapter 12-Starkey Chapter 10,11-Magee		
<i>LAB</i> 9/14/11	<i>Pelvis, Hip, & Thigh (ROM, MMT, Special Test, Neurological Assessment, Clinical Decisions)</i>	<i>Chapter 12-Starkey Chapter 10,11-Magee</i>		
9/15/11	Pelvis, Hip, & Thigh (Pathologies)	Chapter 12-Starkey Chapter 10,11-Magee		
9/16/11	<i>Pelvis, Hip, & Thigh (ROM, MMT, Special Test, Neurological Assessment, Clinical Decisions)</i>	<i>Chapter 12-Starkey Chapter 10,11-Magee</i>		
9/20/11	Pelvis, Hip, & Thigh (Special Test, Clinical Decisions) LAB DAY	Chapter 12-Starkey Chapter 10,11-Magee		
<i>LAB</i> 9/21/11	<i>Pelvis, Hip, & Thigh (ROM, MMT, Special Test, Neurological Assessment, Clinical Decisions)</i>	<i>Chapter 12-Starkey Chapter 10,11-Magee</i>		
9/22/11	Pelvis, Hip, & Thigh (Pathologies)	Chapter 12-Starkey Chapter 10,11-Magee		
9/23/11	<i>Pelvis, Hip, & Thigh (ROM, MMT, Special Test, Neurological Assessment, Clinical Decisions)</i>	<i>Chapter 12-Starkey Chapter 10,11-Magee</i>	Quiz 2	

9/27/11	Knee & Patellofemoral Articulation (Anatomy & Palpation & Pathologies)	Chapter 10,11-Starkey Chapter 12-Magee		
LAB 9/28/11	Knee & Patellofemoral Articulation (Palpations, ROM, MMT, Special Test)	Chapter 10,11-Starkey Chapter 12-Magee		
9/29/11	Dr. Mazoue (Hip Pathology)	Medical 2 Park		EXAM I
PX Lab 9/30/11	Knee & Patellofemoral Articulation (Palpations, ROM, MMT, Special Test)	Chapter 10,11-Starkey Chapter 12-Magee		
10/4/11	Knee & Patellofemoral Articulation (Pathologies)	Chapter 10,11-Starkey Chapter 12-Magee	Case Study Paper Due	
LAB 10/5/11	Oral Practical (Pelvis, Hip, & Thigh)	Chapter 12-Starkey Chapter 10,11-Magee		
10/6/11	Knee & Patellofemoral Articulation (Pathologies)	Chapter 10,11-Starkey Chapter 12		
PX Lab 10/7/11	Knee & Patellofemoral Articulation (Palpations, ROM, MMT, Special Test)	Chapter 10,11-Starkey Chapter 12-Magee		
10/11/11	Knee & Patellofemoral Articulation (Pathologies)	Chapter 10,11-Starkey Chapter 12,Magee		
LAB 10/12/11	Knee & Patellofemoral Articulation (ROM, MMT, Special Test, Clinical Decisions)	Chapter 10,11-Starkey Chapter 12-Magee		
10/13/11	Dr. Guy: Patellofemoral Articulation (Pathologies)	Medical 2 Park		
10/14/11	Knee & Patellofemoral Articulation (ROM, MMT, Special Tests, Clinical Decisions)	Chapter 10,11-Starkey Chapter 12-Magee	Quiz 3	
10/18/11	Knee & Patellofemoral Articulation (Pathologies)	Chapter 10,11-Starkey Chapter 12,Magee		
LAB 10/19/11	Knee & Patellofemoral Articulation (ROM, MMT, Special Test)			
10/20/11	Fall Break-No Class			
10/21/11	Fall Break-No Class			
10/25/11	Lower Leg, Ankle, & Foot (Anatomy & Pathologies)	Chapter 8,9-Starkey Chapter 13-Magee		
LAB 10/26/11	Ankle & Lower Leg Palpations (Ankle ROM, MMT, Special Test)	Chapter 9-Starkey Chapter 13-Magee		
10/27/11	Ankle & Lower Leg (Pathologies)	Chapter 9-Starkey Chapter 13-Magee		EXAM II
PX Lab 10/28/11	Knee & Patellofemoral Articulation (ROM, MMT, Special Tests, Clinical Decisions) or Ankle & Lower Leg Palpations	Chapter 10,11-Starkey Chapter 12-Magee		
11/1/11	Ankle & Lower Leg (Pathologies)	Chapter 9-Starkey Chapter 13-Magee		
LAB 11/2/11	ORAL Practical (Knee & Patellofemoral Articulation)	Chapter 10,11-Starkey Chapter 12-Magee		
11/3/11	Ankle & Lower Leg (Pathologies)	Chapter 9-Starkey Chapter 13-Magee	Quiz 4	
PX Lab 11/4/11	*Ankle & Lower Leg Palpations (ROM, MMT, Special Test, Clinical Decisions)	Chapter 9-Starkey Chapter 13-Magee		
11/8/11	Ankle & Lower Leg (Pathologies) & Foot Anatomy	Chapter 8,9-Starkey Chapter 13-Magee		
LAB	Ankle & Lower Leg (MMT, ROM, Special Test,			

11/9/11	<i>Clinical Decisions)</i>			
11/10/11	Foot (Pathologies)	Chapter 8-Starkey Chapter 13-Magee		
11/11/11	<i>Ankle & Lower Leg (ROM, MMT, Special Test, Clinical Decisions)</i>	Chapter 9-Starkey Chapter 13-Magee	Written Case Study Critiques Due	
11/15/11	Foot (Pathologies)	Chapter 8-Starkey Chapter 13-Magee		
LAB 11/16/11	<i>Ankle, Lower Leg & Foot (MMT, ROM, Special Test, Clinical Decisions) & Start Foot (MMT, ROM, Special Test)</i>	Chapter 8,9-Starkey Chapter 13-Magee		
11/17/11	Foot (Pathologies)	Chapter 8-Starkey Chapter 13-Magee	Quiz 5	
11/19/11	<i>Ankle, Lower Leg & Foot (MMT, ROM, Special Test, Clinical Decisions) & Start Foot (MMT, ROM, Special Test)</i>	Chapter 8,9-Starkey Chapter 13-Magee		
11/22/11	Postural Assessment	Chapter 6-Starkey Chapter 15-Magee		
LAB 11/23/11	<i>Foot (ROM, MMT, Special Test, & Clinical Decisions)</i>	Chapter 8,9-Starkey Chapter 13-Magee		
11/24/11	NO CLASS Turkey Break			
11/25/11	NO CLASS Turkey Break			
11/29/11	Gait Analysis – In Class Lab	Chapter 7-Starkey Chapter 14-Magee		
LAB 11/30/11	<i>Foot (ROM, MMT, Special Test, & Clinical Decisions)</i>			
12/1/11	Review Final or Case Study Presentations		Quiz 6	
12/3/11	<i>Foot (MMT, ROM, Special Test, Clinical Decisions)</i>			
WK 16 LAB	Final Oral Practical (TBA)			
12/9/11	Saturday FINAL EXAM 9:00 AM &/or Presentations			Notebook

ASSIGNMENTS, QUIZZES, & EXAMS

QUIZZES & EXAMS

All quizzes and exams will be taken online through Blackboard outside of normal class time. Notes, powerpoints, text books, and the internet are **NOT** allowed for use. Any student caught cheating on the online exams or quizzes will receive an automatic F in the course, and will be turned into the Office of Academic integrity. You will be responsible for logging on a **WORKING & RELIABLE** computer with internet access.

Justifications for Incorrect Exam & Quiz Questions

Students will have the opportunity to earn points back toward their final quiz or exam grades. A justification for incorrect answers will add **HALF** the points back to the final test grade. Justifications must be in depth answers to why your answer was incorrect followed by justification of the correct answer. Justifications must be turned in on the due date. No exceptions!

CASE STUDY GROUP PROJECT

Case Study Written Paper (50 POINTS):

In groups of four, you will produce a case study (Abstract & Paper), which must be focused on a lower body pathology and approved by the instructor. The topics must be confirmed by **(September 9, 2011)**. This article should be done in a professional manner and directed to an athletic training audience of a quality consistent with submission for publication in the journal *Athletic Therapy Today* or *The Journal of Athletic Training*. Papers **NOT** scoring a minimum of 80% will be returned to be redone by the students and turned in again. The original grade will be recorded. You will submit a written report of the case study on **(October 4, 2011)**. Refer to the criteria sheet for further detail.

Presentation (50 POINTS):

In the same groups of four, you will present your case study. You will prepare a 12-15 minute presentation on your topic, focusing on prevention, immediate care, evaluation, differential diagnosis, and rehabilitation. This will include a typed PowerPoint outline for your classmates and instructor. You are expected to utilize audiovisual equipment during the classroom presentation. Refer to the criteria sheet for further detail.

Peer Critiques (50 POINTS):

Individually, you will critique the case studies of the other groups. You will prepare a formal written critique of these case studies and submit them on Blackboard by **(December 3, 2011)**. Refer to the criteria sheet for further detail.