

# Movement Screening and Assessment

ATR 7209c | 3 Credits | Fall 2025

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## **INSTRUCTOR**

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Pronouns: she/her/hers

## **OFFICE HOURS**

Tuesdays and Thursdays 1:00pm – 2:00pm and by appointment; please email me to schedule

## **MEETING TIME/LOCATION**

Wednesdays 8:30am – 11:30am (periods 2 – 4)  
Yon Hall 11

## **COURSE DESCRIPTION**

Athletic Trainers will advance foundational knowledge to effectively implement and interpret screening tools for injury prevention, management, and comprehensive therapeutic intervention programming.

## **PREREQUISITE KNOWLEDGE AND SKILLS**

Admission into the Doctor of Athletic Training Program.

## **REQUIRED AND RECOMMENDED MATERIALS**

Students must have access to a laptop or tablet with University of Florida secure wi-fi access. Resource materials for the course are available within Canvas or provided by the instructor. Recommended resources: Gait Analysis Normal and Pathological Function ISBN 978-1556427664.

## **COURSE FORMAT**

The course consists of information sharing through discussion and interactive/applied learning experiences for 3.0 contact hours per week. Canvas e-learning platform will provide students with content to supplement discussions, details regarding assignment expectations and grading criteria/rubrics and serve to assist the student with applicable resources for programmatic success within the Doctor of Athletic Training Program. Student participation is an important component of this course. Student participation is an important component of this course. To maximize the opportunity for class discussion, students should read the appropriate materials before class. Students will complete applied learning experiences and various assignments to ensure comprehension and application of advanced concepts within Athletic Training.

## **COURSE LEARNING OBJECTIVES:**

1. **Identify, interpret, and critique** various methods of orthopedic screening to enhance clinical assessment (e.g., gait analysis, functional movement, posture, etc.).
2. **Design** comprehensive and patient oriented management strategies based on appraisal of assessment/screening results.

3. Apply proper patient education, communication, and documentation procedures for optimal patient outcomes.

## Course & University Policies

### UNIVERSITY ACADEMIC POLICES & RESOURCES

Please review the University Polices and Resources [HERE](#). Information contained on this page provides students details about attendance, disability resource center, grading, absences, course evaluations, honesty policy, and in-class recording; additional content includes academic and health/wellness related resources.

### ATTENDANCE AND PARTICIPATION POLICY

Attendance is mandatory. Students must attend class to successfully reach the learning outcomes for the course. Please notify the instructor via email regarding absences at least 24 hours prior to the class. University guidelines will determine excused vs. unexcused for the absence.

### PERSONAL CONDUCT POLICY

- Please conduct yourself in a respectful and responsible manner
- Please be on time for class
- Please turn off or silence your cell phones
- Please do not participate in actions that may disrupt the class
- Please stay home if you feel unwell and notify instructor via email
- The instructor reserves the right to ask any student to leave the classroom if the student violates any of the above classroom expectations.

### APPROPRIATE USE OF ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY POLICY

The UF Honor Code strictly prohibits [cheating](#). Within our course, *cheating* is the use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity's express consent or without proper attribution to the other person or Entity. Additionally, the use of any materials or resources through any medium, which the instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes *cheating*. In some instances, within this course, the use of AI tools will facilitate student development of skills and knowledge acquisition within the stated learning objectives. However, in other components, the use of any AI enabled tool in this course substantially compromises the student's ability to achieve the stated learning objectives. Each assignment and assessment will include a statement clarifying acceptable AI use for that respective learning assessment. When students opt to leverage AI tools to augment their submitted products, they must appropriately cite the tool(s) utilized. Further, students are accountable under the scope of the UF Student Honor Code & Conduct Code for the content of all work they submit (including the portions generated in part or whole by an external Entity—inclusive of AI). Thus, students should engage in active editorial and underwriting efforts to ensure the totality of the work submitted reflects their intentions and ethical values.

### PLAGIARISM POLICY

Defined as the use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, projects/papers submitted for another course (either intentional or unintentional), is guilty of plagiarism (*please refer to the DAT Program Plagiarism Policy in the Student Handbook*).

### EXAM AND ASSIGNMENT MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. Please notify the instructor via email as soon as practicable regarding planned absences. Please review the University [policies](#) regarding excused and unexcused absences. The instructor will provide accommodations in alignment with university policies to support student

success for excused absences. The student is responsible for all academic expectations missed because of an absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online [catalog](#).

## DEPARTMENT OF APPLIED PHYSIOLOGY & KINESIOLOGY ADMINISTRATORS

The Athletic Training Program supports an inclusive learning environment and promotes diversity of thoughts, perspectives, and experiences. We value critical reasoning, evidence-based arguments, and self-reflection to support the growth of each student. Please refer to the Doctor of Athletic Training Program Policies and Procedures Manual (Canvas) for additional information. For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

- Dr. David Vaillancourt (he/him), APK Department Chair, [vcourt@ufl.edu](mailto:vcourt@ufl.edu)
- Dr. Demetra Christou (she/her), APK Department Vice Chair, [ddchristou@hhp.ufl.edu](mailto:ddchristou@hhp.ufl.edu)
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, [rachaelseidler@ufl.edu](mailto:rachaelseidler@ufl.edu)
- Dr. Anna Gardner (she/her), APK Undergraduate Coordinator, [akgardner@ufl.edu](mailto:akgardner@ufl.edu)

## Grading

Students will earn their course grade based on completion of coursework as outlined below.

Evaluation Components	Percentage of Course Grade
Examinations (2)	60%
Assignments (11)	35%
Quizzes (8)	3%
Participation (5)	2%
Total Grade	100%

## EXAMINATIONS (2)

**Didactic content examinations (2)**, administered in Canvas, include approximately 75 – 150 questions with a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). Examinations evaluate the comprehension and application of information from discussion, text, and other supplemental resources provided in the course. Students may not use resources when completing examinations. The examination is available during the defined examination window for a specified amount of time using Canvas and associated testing support services (if applicable). Please review the '[Student Help FAQs](#)' on the e-Learning website for assistance with Canvas. Students may not access examinations after submission but will see the grade posted in the course gradebook.

## ASSIGNMENTS (11)

Assignments (if collected in hard copy) are due at the onset of class on the due date assigned; for electronic submissions, please submit the assignment prior to the designated deadline as posted in Canvas. Please type all assignments unless otherwise stated in the directions. To earn points for submitted assignments, please submit them by the assigned deadline. For certain assignments, the instructor may accept late submissions. If accepted, the instructor will score the late submission using the appropriate rubric and then assign a late submission reduction (25% reduction if received ≤48 hours, 50% reduction if received 49 – 72 hours, 75% reduction if received 73 hours – 96 hours, and graded as a 0% if beyond 96 hours from submission deadline). To receive an excused absence for attendance, participation, and/or assignment, please notify me in advance if you have a planned absence, which may delay submission of an assignment. Students are responsible for all materials missed related to an absence. Students with an excused absence have make-up opportunities per university guidelines.

Students will complete the following Assignments throughout the semester:

**Reflection Video (8):** Students will complete a reflection video submission for Guest Speakers, Lab or Special Sessions as indicated in the course schedule. Each reflection video will require two components to receive points (attendance/participation AND submission of the reflection paper). Students should

take adequate notes and/or review relevant materials prior to each session to better prepare, engage and find relevance within the discussion. Points awarded for reflection videos will depend on the length of the session/experience and may range from 25 points – 50 points each (e.g. clarity = 5 points, relevance = 5 points, analysis = 5 points, interconnections = 5 points, self-criticism = 5 points, and format = 5 points total score = 30 points). Please refer to Canvas for details submission instructions and expectations for depth and breadth of content shared within the reflection video.

**Comprehensive Movement Assessment and Corrective Exercise Video Assignment (1):** Students will complete a comprehensive movement screening, assessment, and corrective exercise programming assignment to facilitate retention, application, and assimilation of knowledge and skills gained within the course. Students will collect and interpret data related to movement and design a plan of care to mitigate identified dysfunctional movement patterns for their subject. Students will submit a video presentation outlining and interpreting their findings from the data collection, provide a clear and detailed description of the corrective programming, and include a reflective assessment of the clinical application for the experiential learning assignment. The points within the scoring rubric include 75% for part 1 (data collection, analysis, and corrective programming) and 25% for part 2 (reflective comments). Please refer to Canvas for details submission instructions, acceptable format for content, and expectations for depth and breadth of content related to the assignment.

**Concept Review and/or Examination Review Assignments (2):** Worksheets used to support discussion or simulated/scenario-based learning offers students the ability to reinforce knowledge and facilitate skill/content acquisition. Students earn points for accuracy of responses, practice of skills with lab partner (if applicable), and on time submission.

## **QUIZZES (8)**

Quizzes will assess learning progress and promote retention of information from course content and discussion. Each quiz has a time limit, variable points awarded, and may include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). Quizzes may be both announced and unannounced. Students may use notes to complete quizzes administered using Canvas.

## **CRITICAL THINKING AND PARTICIPATION (5)**

Discussion, including engagement and inquiry, and assignments within the course provide opportunities for growth and inquiry. Course participation, captured within Canvas as critical thinking questions or comments shared with the instructor, helps with concept assimilation and identification of areas requiring clarity. Failure to come to class "prepared" creates an ineffective environment for valuable exchange of information. To foster accountability with discussions, students will provide at least two questions or comments on dates indicated as "discussion" in the schedule. Students earn participations points by attending class, contributing to class through insightful discussion, and completing the shared questions or comments. Scoring for the critical thinking and participation component uses a 10-point scale rubric posted within Canvas (Excellent = 10 points, Good = 8 points, Reasonable = 6 points, Basic = 4 points, Bare Minimum = 2 points, and Unacceptable = 0 points) and evaluates submissions to capture the student's ability to define, describe, and/or illustrate concepts and skills gained as part of the learning process. Students may submit their questions or comments prior to the discussion date, but no later than 11:59pm on the day of the discussion. Additional details provided within Canvas.

**Laboratory Experiences:** Laboratory experiences conducted throughout the semester may occur in Yon Hall or off-site (e.g., UAA sports health clinic, FLG, Harrell Building). Details/specific requirements for lab experiences will be available on Canvas prior to the lab date. Students must wear proper attire (e.g., gym shorts, tank tops, sports bras, etc.) during all lab experiences.



## GRADING SCALE

Assignments (posted within Canvas) include rubrics, expectations for submission, and associated grading criteria. Students can see their progress within the Canvas gradebook. Examinations and quizzes score upon submission; however, adjustments to score may occur after the instructor reviews question performance statistics. Within the Canvas gradebook, percent calculations round up at “.6 or above” and round down at “.5 or below”. For more information regarding Grade Point Averages, Grade Values and academic regulations related to grading, please visit the University [website](#)

Letter Grade	Grade Points	Percentage
A	4.00	92 – 100
A–	3.67	89 – 91
B+	3.33	87 – 88
B	3.00	82 – 86
B–	2.67	79 – 81
C+	2.33	77 – 78
C	2.00	72 – 76
C–	1.67	69 – 71
D+	1.33	67 – 68
D	1.00	62 – 66
D–	0.67	60 – 61
E	0.00	Below 60

## Weekly Course Schedule

### CRITICAL DATES & UF OBSERVED HOLIDAYS

- August 21: First Day of Classes Fall Semester
- September 1: Labor Day Holiday (Monday)
- October 17 – 18: Homecoming Weekend (Friday – Saturday)
- November 11: Veteran’s Day (Tuesday)
- November 24 – 28: Thanksgiving Break (Monday – Friday)
- December 4 – 5: Reading Days (Thursday – Friday)

### WEEKLY SCHEDULE (subject to modification)

The course progression will tentatively follow the schedule below:

Week	Dates	Topics	Assignments
1	August 27	Course Expectations – Syllabus Review and Canvas Resources  <b>Discussion:</b> Posture, Flexibility, Gait Analysis, and Kinetic Chain Function	Participation Questions due 11:59pm  Comprehensive Assessment and Corrective Exercise Video Assignment (due December 3 at 11:59pm)
2	September 3	<b>Discussion and Lab Experience:</b> Gait Analysis, and Kinetic Chain Function  <b>Lab Experience</b> – Walking and Running Gait Analysis (Yon Hall 10)	Participation Questions due 11:59pm
3	September 10	<b>Guest Speaker: Matt Morgan, MFA</b> Breathing Assessment (8:30am – 10:00am)	Reflection Video (Breathing Assessment due 11:59pm September 11)
4	September 17	<b>Discussion:</b> Overview of Functional Movement Screening, Y – Balance, Flexibility, Selective Functional Movement Assessment Top Tier and Breakouts  <b>Lab Experience:</b> Y – Balance, Functional Movement Screening, and Flexibility Mediasite Videos – Channels FMS Level 1, Y-Balance, and SFMA Level 1	Participation Questions due 11:59pm  Quiz #1: Posture and Gait Concepts due September 18 at 11:59pm

			<i>Reminder: Confirm your class partner/patient for the Comprehensive Assessment/Screening assignment.</i>
5	September 24	<b>Discussion and Lab:</b> Functional Movement Screening, Y-Balance, SFMA, SFMA Breakouts, and 4x4 Matrix Concept for Corrective Programming Mediasite Videos - Channels FMS Level I, Y-Balance, and SFMA Level I	Participation Questions due 11:59pm  Quiz #2: Functional Movement Systems Concepts due October 1 at 11:59pm
6	October 1	<b>Discussion and Lab:</b> Corrective Exercise Concepts and Programming	Participation Questions due 11:59pm
7	October 8	<b>Discussion and Lab:</b> Corrective Exercise Concepts and Programming  <b>Guest Speaker:</b> DARI System and Performance Data Assessment	Reflection Video due October 9 at 11:59pm  Exam Review Worksheet due October 13 at 11:59pm
8	October 15	<b>E-Learning Exam I (Honorlock)</b> Opens October 15 at 6:00am – Closes October 17 at 11:59am	<b>Note: Pattie – Guest Session ATR 7300c ACL Injury and BFR Discussion</b>
9	October 22	<b>Guest Speaker:</b> Chronic Ankle Instability Assessment/Screening Measures	Quiz #3: Chronic Ankle Instability due Oct 29 at 11:59pm  Reflection Video due October 23 at 11:59pm
10	October 29	<b>Guest Speaker:</b> Throwing Assessment/Screening Measures	Quiz #4: Throwing Pathomechanics due November 5 at 11:59pm  Reflection Video due October 30 at 11:59pm
11	November 3	<b>Guest Speaker:</b> Jumping, Landing, and PFP Assessment/Screening Measures	Quiz #5: Jump/Landing PFP due November 12 at 11:59pm  Reflection Video due November 4 at 11:59pm
12	November 12	<b>Guest Speaker:</b> Golf Assessment/Screening Measures	Quiz #6: Golf due November 19 at 11:59pm  Reflection Video due November 13 at 11:59pm
13	November 19	<b>Guest Speaker:</b> Vestibular Assessment/Screening Measures	Quiz #7: Vestibular due November 26 at 11:59pm

			Reflection Video due November 20 at 11:59pm
14	November 26	Thanksgiving Holiday Break – No Classes	Reminder: Please complete the course evaluation <a href="https://ufl.bluer.com/ufl/">https://ufl.bluer.com/ufl/</a>
15	December 3	Guest Speaker: Dance Movement Laban Assessment/Screening Measures	Comprehensive Assessment and Corrective Exercise Video Assignment (due December 3 at 11:59pm)  Quiz #8: Dance Movement due December 7 at 11:59pm  Reflection Video due December 6 at 11:59pm  Exam Review Worksheet due December 3 at 11:59pm  E-Learning Exam II (Honorlock) Opens December 6 at 6:00am – Closes December 12 at 11:59am