

# Evidence-Based Musculoskeletal Examination II

ATR 7211c | 3 Credits | Spring 2026

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## Course Info

### INSTRUCTOR

**Dr. Brady L. Tripp, LAT, ATC**  
Office: 148 FLG  
Office Phone: 352-294-1725  
Email: [trippb@ufl.edu](mailto:trippb@ufl.edu)  
Preferred Method of Contact: **Email**

### OFFICE HOURS

By appointment, Tuesdays 2:00-4:00, email to confirm.

### MEETING

### TIME/LOCATION

In-person  
Tuesdays, 8:30AM-11:30AM / Yon Hall 11

## COURSE DESCRIPTION

Athletic Trainers develop skills and appraise the principles and procedures used in the musculoskeletal assessment of lower-extremity function and dysfunction. Topics include the statistical evaluation of diagnostic tests, interpreting contemporary diagnostic tests and treatment of lower-extremity pathology/dysfunction and critical reviews of related research.

## PREREQUISITE KNOWLEDGE & SKILLS

Pre-requisite: ATR 7210c Evidence Based Musculoskeletal Examination I.

## REQUIRED & RECOMMENDED MATERIALS

Reading materials will be available on the class Canvas page or the instructor will provide soft or hard copies in person. Journal articles will be used frequently. Other articles will be available online and retrieved from various libraries.

## COURSE FORMAT

Course material will be presented through video and in-person lectures, online materials, and interactive workshop formats with 3.0 contact hours per week. This class will consist primarily of class roundtable discussions and some didactic presentations. Canvas will provide students with video lectures, 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.

## COURSE LEARNING OBJECTIVES

1. Examine the principles and execute the skills used in advanced orthopedic and functional evaluation of the spine and lower-extremity.
2. Weigh the importance of a comprehensive, evidence-based assessment in the clinical diagnosis of concussion and pathology of the spine and lower-extremity.
3. Examine the principles and execute the skills used in identifying normal and abnormal anatomy on diagnostic imaging of the spine and lower-extremity.
4. Search, access and critically-appraise recent published evidence regarding the diagnosis of concussion and orthopedic conditions of the spine and lower-extremity.

## University Policies

University policies are summarized [at the Academic Policies & Resources page](#). This webpage describes academic policies, such as attendance, grading, personal conduct, DRC and evaluation, as well as campus academic, health, and wellness resources.

## Course Policies

### ATTENDANCE & PARTICIPATION POLICY

Requirements related to class attendance are consistent with [University policies](#).

**Critical-Thinking Questions and Participation:** Each student, as part of his/her participation, is expected to ask questions. Insightful questions will be monitored during the year and contribute to participation grade. In addition, attending class, contributing to class, and useful information provided during class will be counted toward your participation grade. Any class period listed as "discussion", requires prior review of posted content to facilitate a valuable learning experience. Failure to come to class "prepared" creates an ineffective environment for valuable exchange of information. The instructor will use the rubric in the table below to assign participation points during discussion sessions (see dates within the course schedule listed as "discussion").

Excellent	10 pts	Defines, describes, and illustrates concepts Explains, assesses, and criticizes ideas Demonstrates preparation and reading of assignments
Good	8 pts	Defines, describes, and illustrates concepts Explains, assesses, and criticizes ideas Evidence of reading assignments, but not fully prepared
Reasonable	6 pts	Defines, describes, and illustrates concepts Explains, assesses, or criticizes some ideas Evidence of incomplete reading of assignments and preparation
Basic	4 pts	Defines and describes some concepts Explains but cannot assess and criticize ideas Clearly unprepared and lacking evidence of reading assignments
Bare Minimum	2 pts	Defines and describes some concepts Unable to explain, assess, or criticize ideas Clearly unprepared and lacking evidence of reading assignments
Unacceptable	0 pts	Refuses to engage in discussion or answer questions when asked Engaged in inappropriate behaviors (using cell phone, social media, visiting irrelevant websites) Not present

## PERSONAL CONDUCT POLICY

- All students are expected to conduct themselves in a respectful and responsible manner
- All students are expected to be on time for class
- All students are expected to turn off or silence their electronics
- All students are expected to not participate in actions that may disrupt the class
- The instructor reserves the right to ask any student to leave the classroom if the student violates any the above class expectations

**Plagiarism:** 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*).

## EXAMINATION & MAKE-UP POLICY

Written examinations will be administered via Canvas and will range in points from 75 – 300 and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). Each examination will include a practical portion that will include palpations, special tests, and oral response. Practical portions will include a time limit of 10 to 20 minutes. There will be no make-up examinations unless exceptional conditions occur (as defined in the [University of Florida Catalog](#)). Prior permission from the professor is required. 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](#).

There will be a time limit for each examination. Examinations will evaluate your understanding of material from lecture, text, and other supplemental material provided. Examinations may be administered via e-learning using lock-down browser or additional proctoring method. You should visit the [website](#) (Links to an external site) and download "Lock Down Browser" for either Windows or MAC. It may take 5-10 minutes to download so please complete the process prior to accessing an examination. As a reminder, please be sure to have a secure internet access when taking examinations. For MAC users, Safari is not a compatible internet browser with Canvas - please use either Internet Explorer, Google Chrome, or Firefox (version 10 or 12 - not version 11) when accessing the e-learning system. If you have issues during an examination, please call the help desk 352-392-4357. You should complete examinations during Help Desk hours so you will have access to assistance if needed. If you have an issue during a quiz/examination, please email the instructor once you have submitted the examination. Access to examinations after submission is restricted, but you will see the grade and it will be posted in the course gradebook.

**Quizzes:** Quizzes will assess learning progress from lecture material and assigned readings. There will be a time limit for each quiz. To ensure that you are reading the assigned material, the quizzes may be both announced and unannounced. Quizzes will range from 1-25 points and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). For quizzes administered in e-Learning you may use notes only upon request of the instructor. You should employ examination best practices (stated above) for e-Learning quizzes. There will be no make-ups for missed quizzes (showing up late, etc.), unless exceptional conditions occur as defined in the University of Florida Undergraduate Catalog. Please see this [link](#) for more information.

## COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals, (2) Their Canvas course menu under GatorEvals, or (3) The [central portal](#).

Guidance on how to provide constructive feedback is available at [the gator evals site](#). Students will be notified when the evaluation period opens. Summaries of course evaluation results are also available at [the gator evals site](#).

## DEPARTMENT ADMINISTRATORS

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, [scoombes@ufl.edu](mailto:scoombes@ufl.edu)
- Dr. Anna Gardner (she/her), APK Undergraduate Coordinator, [akgardner@ufl.edu](mailto:akgardner@ufl.edu)

## GRADING

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

Item	Percentage
Canvas Written Exams (2)	40%
Practical Exams (2)	18%
Clinical Diagnosis Presentation (1-2)	22%
Quizzes (11-20)	16%
Critical-Thinking Questions and Participation (13)	4%
<b>Total</b>	<b>100%</b>

More detailed information regarding current UF grading policies can be found [here](#).

## ASSIGNMENTS & PROJECTS

Assignments/projects are to be uploaded prior to the onset of class on the date assigned to them. Late assignments/projects may not be accepted. However, we understand that different life events happen. If an assignment or project needs to be turned in late to ensure quality work and accommodate to any life events you may be experiencing, please communicate this with Dr. Tripp, and the TAs. If you will be traveling for a clinical-sanctioned event, your assignment/project remains due prior to the onset of class on the date assigned to them.

You will complete the following **Assignments/Projects** throughout the semester:

**Clinical Diagnosis Presentations:** The professor will distribute Clinical Diagnosis topic assignments to each student during the first class meeting. Assignments include a list of pathologies and special tests. Due dates correspond with individual topics as posted on the course schedule.

**Literature Search and Critical Appraisals:** Students complete 2 Critical Appraisal Videos (QUADAS or PRISMA) on studies included in your search results – studies that do not have QUADAS/PRISMA scores and matter in terms of decision-making.

### Clinical Diagnosis Presentation Rubric:

Criteria	Points
Email Dr. Tripp your PubMed searches (consider emailing them to yourself from PubMed first); Pathology or Special Test AND (sensitivity OR specificity OR likelihood ratio); limit 2010-current (due 10 days in advance)	16
Email Dr. Tripp and upload Excel data for each Pathology and Special Test (Sens, Spec, +/-LRs) with references (due 10 days in advance)	16
Email Dr. Tripp article for class reading (if needed to describe new special test) (due 10 days in advance)	2
Upload final PowerPoint; make all suggested changes/additions; include all videos (due 5 days in advance)	22
Upload your hand-out sheet combined for all tests being presented with 'Rule In' and 'Rule Out' columns (email or print for classmates and print copies for TAs and Dr. Tripp if it is a F2F class) (due 5 days in advance)	6
Record videos of you performing each test (keep camera fixed; use tripod or stand); videos should auto-play in PowerPoint; upload videos into a YouTube playlist titled for week's topic (submit link to playlist)	14
Delivery of Presentation	20
Update/Revise Eval Sheet (due review day)	4
<b>Total</b>	<b>100</b>

### Literature Search and Critical Appraisals Rubric:

Criteria	Points
Search terms and results are appropriate	7
Correct study design checklist employed	7
Checklist items are interpreted and presented appropriately	48
PowerPoint quality	14
Video and narration quality	14
Video is within time restrictions (5 min. for a single study; 8 min. for SR or M-A)	7
A pdf of the article is included	3
<b>Total</b>	<b>100</b>

## Weekly Course Schedule

The course progression will tentatively follow the schedule below:

Week	Date	Topics	Assignments
1	1-13	Overview of Syllabus & Discuss Projects	Syllabus Quiz; Discussion (CTQP)
	1-13	Palpation, MMT, ROM, & DME Lower Ext	Quiz; Discussion (CTQP)
2	1-20	Lower-Leg, Foot & Ankle	Quiz; Discussion (CTQP)
3	1-27	Knee	Quiz; Discussion (CTQP)
4	2-3	Knee (cont.)	Quiz; Discussion (CTQP)
5	2-10	Hip, Thigh, & Groin	Quiz; Discussion (CTQP)
6	2-17	Review	Update/Revise Eval Sheets
7	2-24	Exam I: Written & Practical	
8	3-3	OA, Palpation, MMT, & ROM Spine	Quiz; Discussion (CTQP)
9	3-10	SI, Lumbar, & Thoracic Spine	Quiz; Discussion (CTQP)
	3-17	Spring Break	
10	3-24	Cervical Spine	Quiz; Discussion (CTQP)
11	3-31	Concussion	Quiz; Discussion; Questions for Clugston
12	4-7	Face & Mandible Fx	Quiz; Discussion (CTQP)
13	4-15	Final Review	Update/Revise Eval Sheets
	4-17	Concussion – Dr. Jay Clugston	
14	4-21	Exam II: Written & Practical	