

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism

**ATEP 260 -001 Sp 2014 Physical Assessment of the Upper
Body (3)**

DAY/TIME:	T/R 9-10:15am	LOCATION:	130 BRH
INSTRUCTOR:	Ms. Marcie Fyock MS, ATC	EMAIL ADDRESS:	mfyock@gmu.edu
OFFICE LOCATION:	Bull Run Hall 210 C	PHONE NUMBER:	703-993-7118
OFFICE HOURS:	T/R 12-1:30 pm Wed 10-12:00 pm	FAX NUMBER:	703-993-2025
SCHOOL WEBSITE:	www.rht.gmu.edu		

PRE/CO-REQUISITES

Pre-requisites: Formal acceptance to the professional phase of the ATEP; successful completion of ATEP 150, 180, 250, 255, 256, 260; BIOL 124, 125; HEAL 110, 230; PHED 300; current ECC certification; minimum 2.5 major GPA

Co-requisites: Concurrent enrollment in ATEP 265 and 266

COURSE DESCRIPTION

An analysis of the principles of physical assessment of the upper body.

COURSE OBJECTIVES

The following objectives pertain to athletic injuries of the upper extremity, thorax, head and spine. At the completion of this course the student will be able to:

1. Describe mechanisms of upper extremity, thoracic, head and spine injuries, including the etiology, pathogenesis, pathomechanics, signs, symptoms, and epidemiology of these conditions
2. Identify functional human anatomy, physiology and kinesiology relative to mechanisms of injury.
3. Describe relationships, predisposing risk factors and other physical activity related injuries (e.g., postural anomalies, previous injury, age, environmental conditions, nutritional and psychosocial concerns etc.).
4. Identify signs and symptoms of upper extremity, thorax, head and spine injuries.
5. Identify and use appropriate medical terminology and medical documentation to record injuries and illnesses (e.g., history and examination findings, progress notes, and others).
6. Describe specific sport and/or position requirements relative to the return of an injured athlete to activity following injury.
7. Develop a research project (to include but not limited to case study, clinical research project, literature review) for an athletic training-related topic.
8. Describe basic principles of acute management of upper extremity, thorax, head and spine conditions and injuries.

NATURE OF COURSE DELIVERY

This course will be delivered in a face to face type of environment. This course will focus on the development of cognitive competencies necessary for the safe, effective, and evidenced-based physical assessment of the upper body in a physically active patient population.

ACCREDITATION STANDARDS

The course meets Commission on Accreditation of Athletic Training Education (CAATE) competencies and proficiencies in one or more of the following content areas: evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, professional development and responsibility.

ATTENDANCE

Students are expected to be on time, attend all class meetings and be prepared for in class assignments and projects. Excused absences include the following: illness (must bring a receipt or note from a doctor), family death, athletic/academic event (contact instructor in advance), and others at the discretion of the instructor. For known upcoming absences, students must contact the instructor at least one week in advance to the missed class to make up work. In the case of illness or some other unforeseen absence, the student must contact the instructor via e-mail or telephone. At the next attended class meeting the student will discuss material that is to be completed. ***Students will have one week from the excused absence to complete any missed assignments.*** It is the student's obligation to pursue any make-up work.

TECHNOLOGY USE DURING CLASS

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. Additionally, *no laptop computers* will be permitted for use during class time; the exceptions are for use during presentations/projects, and technology deemed as necessary by the Office of Disability Services. Students utilizing various technology devices during class will be asked to leave class and will not be permitted to complete course work or receive any points for assignments that day.

E-MAIL CORRESPONDENCE

Only messages that originate from a George Mason University address will be accepted.

Please note that e-mail is a wonderful tool for brief communication of ancillary matters, but is a poor substitute for in-person discussion of detailed matters. Therefore, to make communication more effective, e-mail correspondence from students should be limited to brief clarification of matters related to the class schedule, to receive confirmation of receipt of an assignment, to schedule a meeting, to notify the instructor of problems accessing materials on the course website, or to notify the instructor of an anticipated or unanticipated absence (to be followed by in-person discussion prior to or following the class meeting time). All other communication including clarification of information presented in lecture, questions regarding assignments, questions regarding grades, and all other matters should be addressed with the instructor in-person during office hours or during a scheduled meeting.

As a future health care practitioner, the ability to present yourself and communicate in a professional manner is essential, including the use of e-mail. The following is an appropriate professional format that should be followed for this class, as well as any other instructors/ACIs:

(Beginning salutation) Dear Dr./Mr./Mrs. *Last Name*

(Text body) I have a question regarding...

(Ending Salutation) Regards/Respectfully/Sincerely,

(Your name) *First and Last Name*

REQUIRED READINGS

Shultz, S. J., Houglum, P. A., Perrin, D. H: Examination of Musculoskeletal Injuries (3rd Ed). Champaign, IL: Human Kinetics; 2010 (**SHP**)

Hoppenfeld, S: Physical Examination of the Spine and Extremities, Upper Saddle River, NJ, Prentice Hall; 1976 (**HF**)

RECOMMENDED READINGS (NOT REQUIRED)

Konin, J.G., Wiksten, D., Brader, H., Isear, J.A: Special Tests for Orthopedic Examination (3rd Ed). Thorofare, NJ: Slack, Incorporated; 2006 (**KWBI**)

EVALUATION

Students will be evaluated on content standards (knowledge gained). Content standards will be assessed via projects, written quizzes and exams. Performance will be assessed through completion of class activities.

Article Reviews

Throughout the semester you will be assigned various articles for review. You will write a reflective summary that is typed, single spaced with your first/last name, course number and date listed at the top of the page. Reviews should not exceed one page in length. An outline describing the information to be included in each article review will be provided.

Quizzes

Quizzes will be given periodically during the first 10 minutes of class and will be announced in the preceding class meeting. This will be a brief multiple choice and true-false asses of your knowledge from the readings and class lectures. If you are not present before the instructor is done handing out the quiz, you will be considered late and will not be allowed to complete the quiz.

Examinations

Five examinations, including a comprehensive final exam, will be administered in class. The format of these examinations may be multiple choice, true/false, short answer, long answer, matching, essay and fill in the blank type questions. Each of the examinations will test the material covered in the assigned reading and during the prior class meetings.

Case Report

For this assignment, you will be required to write your own case study report. You choose your own case from this semester's experiences. The case study must involve the upper extremity, thorax, head and/or spine (unless approved by instructor). The format of this paper will coincide with *AMA* guidelines. This assignment should be of a length, quality, and style that emulates a case study article found a peer-review scholarly medical journal (*for example: Journal of Athletic Training, Athletic Therapy Today, American Journal of Sports Medicine, Medicine and Science in Sports and Exercise, Journal of Sports Rehabilitation, JAMA*). An outline for the format of the case study will be provided.

Medical Documentation

For this assignment, you will be required to write two evaluation SOAP Notes in a medically acceptable format relating to conditions of the upper extremity, thorax, head and spine. One of these SOAP Notes will be of an **acute** condition, and the other will be of a **chronic** condition. You will choose the cases from this semester's clinical experiences.

Class Participation

Attending, being prompt, and active participation are important components of this course. Therefore, students will lose credit for not attending and contributing to the class. ***A unexcused absence will result in a 1 point reduction of the student's final grade. Each additional late arrival will result in a 0.5 point reduction of the student's final grade.*** If a student arrives more than 20 minutes after the beginning of class, it will be

recorded as an unexcused absent even if the student attends the class. Attendance will be recorded at the beginning of class.

MAKE UP WORK

Students who are absent or who arrive late without an official university or a medical doctor's excuse will not be permitted to participate in the class activities for credit the day of the absence or tardy event. There will be **NO** make-up quizzes or exams unless an excused absence has been warranted. Students who miss an examination, quiz or other class activity because of an excused absence must complete the assignment ***within a week of the excused absence***. It is the student's obligation to pursue any make-up work.

LATE ASSIGNMENTS

All work is due at the beginning of class time on the indicated day, unless otherwise indicated in writing by the instructor. **NO LATE WORK WILL BE ACCEPTED!**

GRADING: Course Grading Scale

ASSESSMENT	NUMBER	POINTS EACH	POINTS TOTAL
Class Participation & Quizzes	Variable	Variable	50
Article Reviews	5	10	50
Exams	4	50	200
Case Study	1	50	50
Medical Documentation	2	25	50
Comprehensive Final Exam	1	100	100
TOTAL			500

The student's final letter grade will be earned based on the following scale:

A: 465-500 pts. (93%)

C+: 385- 399 pts (77%)

A-: 450-464 pts (90%)

C: 365- 384 pts (73%)

B+: 435-449 pts (87%)

C-: 350-364 pts (70%)

B: 415-434 pts (83%)

D: 315-349 (63%)

B-: 400-414 pts (80%)

F: <315 p

ATEP 260 TENTATIVE COURSE SCHEDULE: Faculty reserves the right to alter the schedule as necessary

ATEP 260 - Physical Assessment of the Upper Body				
Schedule Subject to Change at Discretion of Instructor				
Day	Date	Topic	Reading	Assignments Due
1	Jan 21	Course Introduction		
2	Jan 23	Lecture 1: SOAP Note Review/Gait & Posture	SHP: Ch 2 & 4; HF: Ch 5	
3	Jan 28	Lecture 2: Shoulder and Upper Ann	SHP: Ch 12; HF: Ch 1	
4	Jan 30	Lecture 2: Shoulder and Upper Arm	SHP: Ch 12; IIF: Ch 1	Article Review #1
5	Feb 4	Lecture 2: Shoulder and Upper Ann	SHP: Ch 12; HF: Ch 1	
6	Feb 6	Lecture 2: Shoulder and Upper Ann	SHP: Ch 12; HF: Ch 1	
7	Feb 11	Lecture 2: Shoulder and Upper Arm Review	SHP: Ch 12; HF: Ch 1	
8	Feb 13	Written Examination #1		
9	Feb 18	Lecture 3: Elbow and Arm	SHP: Ch 13; HF: Ch 2	
10	Feb 20	Lecture 3: Elbow and Arm	SHP: Ch 13; HF: Ch 2	SOAP Note #1
11	Feb 25	Lecture 3: Elbow and Arm	SHP: Ch 13; HF: Ch 2	
12	Feb 27	Lecture 3: Elbow and Arm/Review	SHP: Ch 13; HF: Ch 2	Article Review #2
13	Mar 4	Written Examination #2		
14	Mar 6	Lecture 4: Wrist and Hand	SHP: Ch 14; HF: Ch 3	Case Report Proposal
15	Mar 11	Spring Break		
16	Mar 13	Spring Break		
17	Mar 18	Lecture 4: Wrist and Hand	SHP: Ch 14; HF: Ch 3	
18	Mar 20	Lecture 4: Wrist and Hand	SHP: Ch 14; HF: Ch 3	Article Review #3
19	Mar 25	Lecture 4: Wrist and Hand/Review	SHP: Ch 14; HF: Ch 3	
20	Mar 27	Written Examination #3		
21	Apr 1	Lecture 5: Head and Face	SHP: Ch 19	
22	Apr 3	Lecture 5: Head and Face	SHP: Ch 19	
23	Apr 8	Lecture 5: Head and Face	SHP: Ch 19	Article Review #4
24	Apr 10	Lecture 6: Cervical Spine	SHP: Ch 11; HF: Ch 4	SOAP Note #2
25	Apr 15	Lecture 6: Cervical Spine	SHP: Ch 11; HF: Ch 4	
26	Apr 17	Lecture 6: Thoracic Spine/Review	SHP: Ch 11	
27	Apr 22	Written Examination #4		
28	Apr 24	Lecture 7: Thorax and Abdomen	SHP: Ch 20	Case Report
29	Apr 29	Lecture 7: Thorax and Abdomen	SHP: Ch 20	Article Review #5
30	May 1	Review		
31	May 8	Final Examination (Cumulative) 7:30am-10:15am		

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- ☐ Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- ☐ Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- ☐ Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- ☐ Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- ☐ Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- ☐ Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- ☐ The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- ☐ The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

School of Recreation, Health, and Tourism

- ☐ For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].



Student Acknowledgement of Syllabus

By signing the provided sheet, I attest to the following:

- ☐ I have read the course syllabus for ATEP 260 in its entirety, and I understand the policies contained therein. This syllabus serves as an agreement for ATEP 260 between the instructor and me.
- ☐ I have a clear understanding of the due dates for assignments and examinations, and I accept responsibility for the material.
- ☐ I understand the excused absence policy and acknowledge that it is my responsibility to inform the instructor of all excused absences in advance and my responsibility to pursue make-up work.
- ☐ I am aware that failure to submit assignments by the dates assigned will result in no points awarded, as late work will not be accepted.
- ☐ I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.
- ☐ I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard.

(For Your Reference)