

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health and Tourism**

**ATEP 260 -001 - Physical Assessment of the Upper Body (3 credits)**  
**Spring 2016**

DAY/TIME:	T/R 9-10:15am	LOCATION:	Bull Run 256
INSTRUCTOR:	Dr. Karlita L. Warren, PhD, ATC	EMAIL ADDRESS:	kwarren6@gmu.edu
OFFICE LOCATION:	N/A	PHONE NUMBER:	703-993-7118
OFFICE HOURS:	By Appt. Only	FAX NUMBER:	703-993-2025

**PRE/CO-REQUISITES**

**Pre-requisites:** Formal acceptance to the professional phase of the ATEP; successful completion of ATEP 150, 180, 250, 255, 256, 300; BIOL 124, 125; HEAL 110, 230;

**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.

**MEDICAL PROFESSIONALISM**

It is critical each student conduct themselves in an appropriate manner and decorum fitting of a health care provider within and outside class. Making light of injuries, conditions, or illnesses that is not respectful to the class, instructor, or patient study will not be tolerated. Submission of documents or assignments should not include personal identifiable information and comply with Health Insurance Portability & Accountability Act (HIPPA) regulations. If you choose to be a part of a professional organization or club i.e. National Athletic Trainers' Association, GMU Athletic Training Club, etc; you will be expected act and perform your duties according to those organizational values or code of ethics.

## 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/Preceptors:

*(Beginning salutation)* Dear Dr. Warren

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

*(Ending Salutation)* Regards/Respectfully/Sincerely,

*(Your name)* First and Last Name

## REQUIRED READINGS

1. Starkey, C., Brown, SD., Ryan, J.: Examination of Orthopedic and Athletic Injuries (4<sup>th</sup> Ed) Philadelphia, PA: FA Davis; 2015 (**SBJ**)
2. Starkey, C., Brown, SD., Ryan, J.: Orthopedic and Athletic Injuries Examination Handbook (3<sup>rd</sup> Ed) Philadelphia, PA: FA Davis; 2015 (**SBJ**)
3. Hoppenfeld, S: Physical Examination of the Spine and Extremities, Upper Saddle River, NJ, Prentice Hall; 1976 (**HF**)
4. Biel, A. Trail Guide to the Body. 5<sup>th</sup> Ed. Boulder, CO; Books of Discovery; 2014.

## **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**)

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

## **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, short answer or true-false quiz to assess 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 Study 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 in a peer-reviewed 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.

### **Small Projects**

Students will be assigned four small projects over the course of the semester to aid in the learning and understanding of the material. (Ex. drawing of the brachial plexus, writing out cranial nerves. The projects will be handed out during class with written instructions on how to complete them).

### **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.

### **Optional: Class Note Books**

Students will create a "class notebook" in any format in which they choose from which to study. Students will read the assigned chapter(s) for the class period and outline the chapter(s) in their "class notebook". Topics to include in the notebooks will include: MOI, etiology, pathogenesis, pathomechanics, signs, symptoms, epidemiology, etc. of the injuries listed in the book for each chapter. To gain full (extra) credit, class notes must be taken for each new chapter(s) and the student must present the notebook when requested by the professor for random notebook checks as well as a final notebook check at the end of the semester.

### Class Participation

Attending, being prompt, and active participation are important components of this course. Class participation points will be awarded for attending class and being an active participant. It is understood every student learns differently. Students must demonstrate they are being attentive and taking an active role of learning during the class time. Ex: taking notes, asking questions, being prepared, etc. Therefore, students will lose credit for not attending and contributing to the class.

***Each unexcused absence will result in a 1 point reduction of the student's final grade. Each 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 absence 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	25	2	50
Quizzes	Variable	Variable	50
Case Study Report	1	50	50
Article Reviews	4	12.5	50
Small Projects	4	12.5	50
Exams	4	50	200
Medical Documentation	2	25	50
Comprehensive Final Exam	1	100	100
TOTAL			600

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

A: 558-600 pts. (93%)	C+: 462- 479 pts (77%)
A-: 540-557 pts (90%)	C: 438- 461 pts (73%)
B+: 522-539 pts (87%)	C-: 420-437 pts (70%)
B: 498-521 pts (83%)	D: 378-419 (63%)
B-: 480-497 pts (80%)	F: <377 p

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

<b>ATEP 260 - Physical Assessment of the Upper Body</b>				
<b>**Schedule Subject to Change at Discretion of Instructor**</b>				
<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments Due</b>
1	Jan 19	<b>Course Introduction</b>		
2	Jan 21	Lecture 1: SOAP Note Review/Gait & Posture	SBJ: Ch 6 & 7; HF: Ch 5	
3	Jan 26	Lecture 2: Shoulder and Upper Ann	SBJ: Ch 15; HF: Ch 1	
4	<b>Jan 28</b>	Lecture 2: Shoulder and Upper Arm	SBJ: Ch 15; HF: Ch 1	<b>Article Review #1</b>
5	Feb 2	Lecture 2: Shoulder and Upper Ann	SBJ: Ch 15; HF: Ch 1	
6	Feb 4	Lecture 2: Shoulder and Upper Ann	SBJ: Ch 15; HF: Ch 1	
7	Feb 9	Lecture 2: Shoulder and Upper Arm Review	SBJ: Ch 15; HF: Ch 1	
<b>8</b>	<b>Feb 11</b>	<b>Written Examination #1</b>		
9	Feb 16	Lecture 3: Elbow and Arm	SBJ: Ch 16; HF: Ch 2	
10	<b>Feb18</b>	Lecture 3: Elbow and Arm	SBJ: Ch 16; HF: Ch 2	<b>SOAP Note #1</b>
11	Feb23	Lecture 3: Elbow and Arm	SBJ: Ch 16; HF: Ch 2	
12	<b>Feb25</b>	Lecture 3: Elbow and Arm/Review	SBJ: Ch 16; HF: Ch 2	<b>Article Review #2</b>
<b>13</b>	<b>Mar 1</b>	<b>Written Examination #2</b>		
14	Mar 3	Lecture 4: Wrist and Hand	SBJ: Ch 17; HF: Ch 3	
15	Mar 8	Spring Break		
16	Mar 10	Spring Break		
17	Mar 15	Lecture 4: Wrist and Hand	SBJ: Ch 17; HF: Ch 3	
18	<b>Mar17</b>	Lecture 4: Wrist and Hand	SBJ: Ch 17; HF: Ch 3	<b>Article Review #3</b>
19	Mar 22	Lecture 4: Wrist and Hand/Review	SBJ: Ch 17; HF: Ch 3	
<b>20</b>	<b>Mar24</b>	<b>Written Examination #3</b>		
21	Mar 29	Lecture 5: Head and Face	SBJ: Ch 18 & 19	
22	Mar 31	Lecture 5: Head and Face	SBJ: Ch 18 & 19	
23	<b>Apr5</b>	Lecture 5: Head and Face	SBJ: Ch: 18& 19	<b>Article Review #4</b>
24	Apr 7	Lecture 6: Cervical Spine	SBJ:Ch 14& 20; HF:Ch4	
25	Apr 12	Lecture 6: Cervical Spine	SBJ: Ch 14& 20; HF: Ch 4	
26	Apr 14	Lecture 6: Cervical Spine/Review	SBJ: Ch 14& 20	
<b>27</b>	<b>Apr 19</b>	<b>Written Examination #4</b>		
28	Apr21	Lecture 7: Concussion Assessment	SBJ: Ch 20	<b>SOAP Note #2</b>
29	<b>Apr26</b>	Lecture 7: Concussion Assessment	SBJ: Ch 20	
30	Apr 28	<b>Review</b>		<b>Case Study Report</b>
<b>31</b>	<b>May 5</b>	<b>Final Examination (Cumulative) 7:30am-10:15am</b>		

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- 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/policies/responsible-use-of-computing/>]
- 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.

### *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/>].
- 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/>].

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.



### Student Acknowledgement of Syllabus

I, \_\_\_\_\_, by signing below, attest to the following:  
(Print First and Last Name)

\*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 me and the instructor.

\*I have a clear understanding of the due dates for assignments and examinations, and I accept responsibility for the material.

\*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; it is my responsibility to access Blackboard e-mail for announcements and assignments.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

***(Student Copy: This copy should remain attached to your syllabus)***

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\*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access my Blackboard e-mail for announcements and assignments.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

***(Instructor Copy: Submit to the instructor at the end of the first class meeting)***