George Mason University  
College of Education and Human Development  
Athletic Training Education Program  
ATEP 300 Section 003 - Functional Anatomy  
3 Credits, Fall 2016  
Monday and Wednesday 10:30am-11:45am Colgan Hall 318- Science & Technology Campus

Faculty  
Name: Heather Worthy, MSEd, ATC, LAT, CES, PES, CPT  
Office hours: By appointment  
Office location: Adjunct Faculty Office  
Office phone: 703-993-2026  
Email address: hworthy@gmu.edu

Prerequisites/Corequisites  
Prerequisite: BIOL 124-Human Anatomy and Physiology (4cr)  
Corequisite: BIOL 125-Human Anatomy and Physiology (4cr)

University Catalog Course Description  
Increase students' knowledge and exposure to the structural and functional components of human anatomy including musculoskeletal origins, insertions, actions and innervations.

Course Overview  
Not Applicable.

Course Delivery Method  
This course will be delivered using a face to face type of environment. This class will consist of both lecture and laboratory instruction with the use of live model situations.

Learner Outcomes or Objectives  
This course is designed to enable students to do the following:  
1. Identify terminology related to biomechanics.  
2. Describe linear, angular, and other forms of motion used in sports.  
3. Describe types of mechanical loads that act on the human body  
4. Describe the effects of mechanical loads on bones.  
5. Describe human skeletal articulations in relation to their movement capabilities.
6. Describe the relationship of the musculotendinous unit to muscle function.
7. Identify muscle function in producing upper and lower extremity movements.
8. Identify muscle function in producing movements of the spine.
9. Identify anatomical landmarks, surface markings, and various soft tissue structures by palpating a live model.

**Professional 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.

**Required Texts**

**Course Performance Evaluation**
Students will be evaluated on content standards (knowledge gained) and performance (demonstration of the content). Content standards will be assessed via written assignments, quizzes, and exams. Performance will be assessed through completion of class participation activities and competency testing.

- **In-Class Activities**
  Students will turn in class activities for attendance and participation points. Each class activity is worth 2 points each. Students are only able to complete the activities if they are present in class.

- **Quizzes**
  As indicated on the Course Calendar, a quiz will be given at the beginning of class for the required reading. This will be a brief multiple choice and true-false assessment of your knowledge from the reading. If you are late to class, you **cannot** make up the quiz at the end of class.

- **Written Examinations**
  Three written examinations will be administered. The format of the examinations will be multiple choice, true/false, short answer, matching, and fill in the blank type questions. Each of the examinations will test material covered during the prior class meetings and previous reading
assignments. Exams will also cover material in the textbook and activities completed during class sessions.

- **Palpation Examinations**
  Three assessments based on the palpation labs. There will be origins, insertions, muscle bellies and bony landmarks are covered. This is a timed assessment that is completed in real time on a live model.

- **In-Class Activities & Student Work Book Assignments**
  In-class activities will be assigned during the class meeting and due at the end of the course meeting. Student work book assignments are listed on the syllabus and will be submitted at the beginning of the corresponding class meeting time. You MUST follow the directions and complete all student workbook requirements: it is says to color, label, etc you must complete for credit. Colored pencils or markers are needed. **NO late assignments will be accepted!**

- **Course Performance Evaluation Weighting**

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Number</th>
<th>Points each</th>
<th>Total points</th>
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<tbody>
<tr>
<td>In-class Activities</td>
<td>15</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Student Work Book Assignments</td>
<td>10/11</td>
<td>5</td>
<td>50</td>
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<tr>
<td>Quizzes</td>
<td>12</td>
<td>10</td>
<td>120</td>
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<tr>
<td>Written exams</td>
<td>3</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td>Palpation exams</td>
<td>3</td>
<td>50</td>
<td>150</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
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<td><strong>500</strong></td>
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- **Grading Policies**
  The student’s final letter grade will be earned based on the following scale: B-: 400 – 414 pts. (80%)
  A: 465 – 500 pts. (93%)
  A-: 450 – 464 pts. (90%)
  B+: 435 – 449 pts. (87%)
  B: 415 – 434 pts. (83%)
  C+: 385 – 399 pts. (77%)
  C: 365 – 384 pts. (73%)
  C-: 350 – 364 pts. (70%)
  D: 315 – 349 pts. (63%)
  F: < 315

**Professional Dispositions**
Students are expected to exhibit professional behaviors and dispositions at all times.

**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: [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/).
GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TENTATIVE TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>QUIZ</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>8-29</td>
<td>Introduction to course and the Study of Kinesiology, (Review)</td>
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</tbody>
</table>
| 8-31  | Anatomical direction terminology, Body regions, Planes, Axes, Skeletal system, Bone type/features/markings | F: Chapter 1, pg1-15  
TG: pg 20-22, 32-34  
SWB#1: 6, 7, 8, 14, 15 | #1   | #2         |
| 9-5   | **NO CLASS- Labor Day**                                                       |                                                                                    |      |            |
| 9-7   | Types of Joints, Joint motion , movements & terminology, movement icons, physiological movements vs accessory | F: Chapter 1, pg 15-27  
TG: pg 23-31  
SWB#2: 9, 10, 11, 12, 13 | #2   | #3         |
| 9-12  | Muscle names, contractions, roles, determination of muscle action             | F: Chapter 2, pg 35-48  
TG: pg 35-37 | #3   | #4         |
| 9-14  | Neuromuscular system, dermatome/myotome                                       | F: Chapter 2, pg 48-62  
TG: pg 42  
SWB#3: 4, 16, 17, 18, 23 | #4   | #5         |
| 9-19  | **Written Examination #1**                                                     |                                                                                    |      |            |
| 9-21  | Shoulder girdle; Palpation Intro Lecture                                      | F: pg  Chapter 4, 89-104  
| 9-23  | Shoulder Girdle Palpation                                                     | TG: pg 46-59, 68-70, 82-88, 102  
SWB#4: pg 1-2, 5, 25-26, 28-30, 32 |      |            |
| 9-26  | Shoulder Joint Lecture                                                        | F: pg Chapter 5, 111-135  
TG: pg 46, 48-50, 61-65, 100, 102-103 | #6   | #7         |
SWB#5: pg 27, 31, 33-50 |      |            |
| 10-3  | Elbow: Radioulnar Joint Lecture                                               | F: Chapter 6, 143-162  
TG: pg 108, 110-112 | #7   | #8         |
| 10-5  | Wrist and Hand Joint lecture                                                  | F: Chapter 7, pg 169-201  
TG: pg 109, 116, 118-126, 134-166  
SWB#6: pg 52-55  
SWB#7: pg 56-82 |      |            |

*Class meets this day due to Columbus Day Recess on 10/10*
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tr>
<td>10-12</td>
<td>Review For Test</td>
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<tr>
<td>10-17</td>
<td><strong>Written Exam #2</strong></td>
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<td>10-19</td>
<td><strong>Palpation Exam #1</strong></td>
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<td>10-24</td>
<td>Pelvis and Hip Joint Lecture</td>
<td>F: Chapter 9, pg 229-266</td>
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<td>TG: pg 276-283</td>
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<td>10-26</td>
<td>Thigh and Knee Lecture</td>
<td>F: Chapter 10, pg 273-287</td>
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<td>TG: pg 305, 344-345, 347-348, 392-392</td>
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<tr>
<td>10-31</td>
<td>Pelvis and Hip Joint Palpation</td>
<td>TG: pg 284-295, 315-342</td>
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<td>Knee and Thigh Palpation</td>
<td>SWB#8: 143-159</td>
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<td>TG: pg 306-314, 350-353, 394-397</td>
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<td>SWB#9: pg 160-177</td>
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<tr>
<td>11-2</td>
<td>Lower Leg, Ankle and Foot Lecture</td>
<td>F: Chapter 11, pg 293-323</td>
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<td>TG: pg 246</td>
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<td>11-7</td>
<td>Lower Leg, Ankle and Foot Palpation</td>
<td>TG: pg 356-365, 371-391, 398-405</td>
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<td>SWB#10: pg 179-208</td>
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<td>11-9</td>
<td>Trunk &amp; Spinal Column Lecture</td>
<td>F: Chapter 12, pg 329-356</td>
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<td>TG: pg 168, 170-174, 188-195, 240-243</td>
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<td>11-14</td>
<td>Trunk &amp; Spinal Column Palpation</td>
<td>TG: pg 169, 175-187, 196-223, 244-249</td>
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<td>SWB#11: pg 85-117</td>
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<tr>
<td>11-16</td>
<td>In Class Activity and Review</td>
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<td>11-28</td>
<td>Review for Exam</td>
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<td>11-30</td>
<td><strong>Written Exam #3</strong></td>
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<td>12-5</td>
<td><strong>Palpation Exam #2</strong></td>
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<tr>
<td>12-7</td>
<td><strong>Final Exam Review</strong></td>
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<tr>
<td>12-14</td>
<td><strong>Final Exam – Comprehensive Palpation Exam #3</strong></td>
<td>7:30-10:15am</td>
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<td>F: Floyd. Manual of Structural Kinesiology</td>
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<td>TG: Trail Guide to the Body</td>
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<td></td>
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<td>SWB: Trail Guide to the Body Student Workbook</td>
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<td>(due at the beginning of class)</td>
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.
Other Requirements

Attendance
Students are expected to be on time, attend all class meetings and be prepared for in class assignments, activities, laboratories and projects. Excused absences include the following: illness (must bring a receipt or note from a doctor), family death, athletic/academic event, 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 excused illness or some other unforeseen excused 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.

Class Participation
If you do not attend class you cannot complete activities. Just being present in class does not mean you are an active and engaged participant in activities taking place that day. Be an active participant in all activities. **You can only make up an in-class activity if you have pre-approved absence or proof of illness.**

Dress
During the laboratory section of the course, students will be asked to wear appropriate clothing to expose various body parts for the purposes of practicing the application of various palpation skills. Tank tops and sports bras/bathing suit tops will be required when topics focus on the upper body. Shorts will be required will be required when topics focus on the lower body.

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, iPads, E-Tablets, Pagers, etc** 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. The following is an appropriate professional format:
**Dear Ms. Worthy, (Beginning salutation)**

I am looking forward to your class. **(Text body)**

**Regards, (Ending Salutation)**

Heather Worthy **(Your name)**
Academic Load
Although many students must work to meet living expenses, employment and personal responsibilities are not a consideration for missed classes, late or incomplete assignments, the course content, or the course schedule (see http://catalog.gmu.edu). Student employment does not take priority over academic obligations. It is recognized that many students need to work in order to meet living expenses, however, there are distinct guidelines for students in terms of the number of credit hours which should be attempted based on how many hours per week a student has outside employment. For additional information on the subject, please see the GMU Academic Catalog (http://catalog.gmu.edu/content.php?catoid=17&navoid=1274#academicload). Students who fail to observe these guidelines may expect no special consideration for academic problems arising from the pressure of employment.