

**George Mason University**  
**College of Education and Human Development**  
Athletic Training Education Program  
ATEP 370 – 002 —Upper Body Physical Assessment  
3 Credits, Spring 2017  
TTH 9:00am-10:15 am, Bull Run Hall 148 Prince William Campus

**Faculty**

Name: Karlita L. Warren, PhD ATC  
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**Prerequisites/Corequisites**

Admission to the professional phase of the ATEP and a grade of C or better in the following courses: ATEP 120, ATEP 150, ATEP 201, ATEP 300, ATEP 310, ATEP 320, ATEP 325, ATEP 330, ATEP 340, ATEP 345, ATEP 350, ATEP 355; BIOL 124, BIOL 125; HEAL 230; KINE 310, KINE 320; PRLS 450

Co-requisite: ATEP 375, ATEP 366

**University Catalog Course Description**

Analyzes the principles of upper body physical assessment. Investigates mechanisms of injury, the evaluation process, and testing leading to diagnosis.

**Course Overview**

Not Applicable.

**Course Delivery Method**

This course will be delivered using a lecture format

**Learner Outcomes or Objectives**

The course is designed to enable students to do the following:

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 (including mild traumatic brain injuries - concussions), 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. Describe basic principles of acute management of upper extremity, thorax, head and spine conditions and injuries.

### 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

1. Starkey C, Brown SD, Ryan J. Examination of Orthopedic & Athletic Injuries. 4<sup>th</sup> Ed. Philadelphia, PA: FA Davis; 2015.
2. Starkey C, Brown SD, Ryan J. Orthopedic and Athletic Injuries Examination Handbook. 3<sup>rd</sup> Ed. Philadelphia, PA: FA Davis; 2015.
3. Hoppenfeld, S: Physical Examination of the Spine and Extremities. Upper Saddle River, NJ: Prentice Hall; 1976

### Recommended Texts

1. Biel, A. (2014). Trail Guide to the Body, 5th Edition. Boulder, CO: Books of Discovery

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. This course will be graded on a point system, with a total of 600 possible points.

- **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.

- **Article Reviews**

Health professionals caring for children and adults need to be aware of the evidence about the benefits and harms of preventive methods, diagnostic strategies, treatments, and rehabilitation techniques in order to provide optimal care to their patients. Two article summary reports will be written regarding an injury to the upper extremity, head, spine or thorax from a peer-reviewed journal. Reports must contain a brief summary of the major content and components of the article. Please comment on the author's completeness and important items that you feel were omitted. This assignment is designed to introduce you to your professional journal as well as the formats and prose of different professional articles. The use of AMA guidelines are required. More information will be given in class.

### Grading Scale

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Examinations	4	75	300
Article Reviews	2	100	200
Cumulative Final Examination	1	100	100
<b>TOTAL</b>	—	—	<b>600</b>

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

**A:** 558.0 – 600 pts. (93%)  
**A-:** 540.0 – 557.9 pts. (90%)  
**B+:** 522.0 – 539.9 pts. (87%)  
**B:** 498.0 – 521.9 pts. (83%)  
**B-:** 480.0 – 497.9 pts. (80%)

**C+:** 462.0 – 479.9 pts. (77%)  
**C:** 438.0 – 461.9 pts. (73%)  
**C-:** 420.0 – 437.9 pts. (70%)  
**D:** 378.0 – 419.9 pts. (63%)  
**F:** < 378.0 pts

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. 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 (HIPAA) 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 to act and perform your duties according to those organizational values or code of ethics.

### **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/>.

### **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](mailto: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/>**

### **Tentative Class Schedule**

Date			Topic	Readings/Assignment Due
T	Jan	24	Introduction, Syllabus, SOAP Note Review, Gait & Posture Review	Starkey: Chapter 6& 7 Hoppenfeld: Chapter 5
Th	Jan	26	Shoulder and Upper Arm	Starkey: Chapter 15 HF: Chapter 1
T	Jan	31	Shoulder and Upper Arm	Starkey: Chapter 15 HF: Chapter 1
Th	Feb	2	Shoulder and Upper Arm	Starkey: Chapter 15 HF: Chapter 1
T	Feb	7	Shoulder and Upper Arm	Starkey: Chapter 15 HF: Chapter 1
Th	Feb	9	Shoulder and Upper Arm	Starkey: Chapter 15 HF: Chapter 1
T	Feb	14	<b>Exam #1</b>	

Th	Feb	16	Elbow and Arm	Starkey: Chapter 16 Hoppenfeld: Chapter 2 Assignment due: Article Review #1
T	Feb	21	Elbow and Arm	Starkey: Chapter 16 Hoppenfeld: Chapter 2
Th	Feb	23	Elbow and Arm	Starkey: Chapter 16 Hoppenfeld: Chapter 2
T	Feb	28	Elbow and Arm	Starkey: Chapter 16 Hoppenfeld: Chapter 2
Th	Mar	2	<b>Exam #2</b>	
T	Mar	7	Wrist and Hand	Starkey: Chapter 17 Hoppenfeld: Chapter 3
Th	Mar	9	Wrist and Hand	Starkey: Chapter 17 Hoppenfeld: Chapter 3
T	Mar	14	Spring Break	
Th	Mar	16	Spring Break	
T	Mar	21	Wrist and Hand	Starkey: Chapter 17 Hoppenfeld: Chapter 3
Th	Mar	23	Wrist and Hand	Starkey: Chapter 17 Hoppenfeld: Chapter 3
T	Mar	28	<b>Exam 3</b>	
Th	Mar	30	Head and Face	Starkey: Chapter 18 &19
T	Apr	4	Head and Face	Starkey: Chapter 18 &19

Th	Apr	6	Head and Face	Starkey: Chapter 18 &19 Assignment due: Article Review #2
T	Apr	11	Head and Face	Starkey: Chapter 18 &19
Th	Apr	13	Cervical Spine	Starkey: Chapter 14& 20 Hoppenfeld: Chapter 4
T	Apr	18	Cervical Spine	Starkey: Chapter 14& 20 Hoppenfeld: Chapter 4
Th	Apr	20	Cervical Spine	Starkey: Chapter 14& 20 Hoppenfeld: Chapter 4
T	Apr	25	<b>Exam #4</b>	
Th	Apr	27	Concussion Assessment	Starkey: Chapter 20
T	May	2	Concussion Assessment	Starkey: Chapter 20
Th	May	4	Concussion Assessment	Starkey: Chapter 20
Th	May	11	<b>Final Exam (0730 – 1015 am)</b>	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**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 the same day of the absence. At the next attended class meeting the student will discuss material that is to be completed with the instructor. *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.

**Assignments**

Late assignments will not be accepted. Assignments should be submitted at the beginning of the class meeting on the due date. Late assignment will result in a zero (0) for the assignment. This applies to electronic submissions as well.

Your name **MUST** be on your papers when you turn them in. Failure to put your name on your paper will result in a zero (0) for the assignment.

**Technology Use During Class**

As per GMU policy, all sound emitting technology is required to be turned off during the lecture and laboratory class meeting times. Additionally, no laptop computers or tablets 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; thus your e-mail address must end in gmU.edu. The instructor will not read e-mail messages not originating from a GMU account. Also, when corresponding with any professional at GMU or off campus via e-mail, use the following, appropriate professional format; any e-mail not using this format will be returned to the students for revision before a response will be issued:

Dear Dr. Warren (Beginning salutation)

I am looking forward to your class.

(Text body)

Regards, (Ending Salutation)

(Your name)

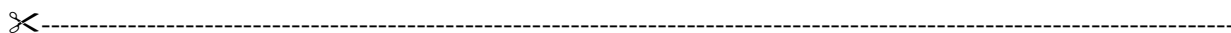
### Student Acknowledgement of Syllabus

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

- \*I have read the course syllabus for ATEP 370 in its entirety, and I understand the policies contained therein. This syllabus serves as an agreement for ATEP 370 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 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 my Blackboard e-mail for announcements and assignments.

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

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