

**George Mason University**  
**College of Education and Human Development**  
**Athletic Training Education Program**

ATEP 570-001 Upper Body Physical Assessment  
3 Credits, Spring 2019  
T/TH 4:00-6:40pm SciTech (PW): Bull Run Hall 148

**Faculty**

Name: Zahra C. Ismaeli, PhD ATC  
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**Prerequisites**

Admission to the Professional Masters ATEP and a grade of B- or better in the following courses: ATEP 530, ATEP 540, ATEP 545, ATEP 550, ATEP 555

**Corequisites** ATEP 560, ATEP 566, ATEP 575, ATEP 600

**University Catalog Course Description**

Analyze 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**

Face-to-face

**Learner Outcomes or Objectives**

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

1. Analyze 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. Manage 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. Predict 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. Critique 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**

Upon completion of this course, students will have met the following 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 readings, discussions, and during the prior class meetings.

- **Evidence Based Medicine Article Reviews**

The purpose of this assignment is to provide an understanding of relevant research literature related to clinical decision making for patients. The clinician makes practice decisions based on the best available research evidence, clinical experience, and a patient's values. Health professionals 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. Students will be required to review evidence based research articles related to the upper extremity, head, spine or thorax from a peer-reviewed journal.

Two article reviews 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 as well as a critique of the research. The uses of AMA guidelines are required. More information will be given in class.

- **Professional Behavior, Codes of Ethics, Attendance & Promptness**

There are 25 points for professional behavior, codes of ethics, attendance, and promptness provided at the beginning of the course. Three points per infraction will also be deducted at the discretion of the instructor for lack of compliance with George Mason University Core Values Commitment, George Mason University Code of Ethics, and National Athletic Trainers Association Code of Ethics.

- **Grading**

ASSESSMENT METHOD	NUMBER	POINTS	POINTS
Examinations	2	100	200
Evidence Based Article Reviews	2	50	100
In-Class Assignments	5	15	75
Cumulative Final Examination	1	200	200
Professional Behavior, Codes of Ethics, Attendance & Promptness	1	25	25
<b>TOTAL</b>	—	—	<b>600</b>

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

<b>A:</b> 558.0 – 600 pts. (93%)	<b>C+:</b> 462.0 – 479.9 pts. (77%)
<b>A-:</b> 540.0 – 557.9 pts. (90%)	<b>C:</b> 438.0 – 461.9 pts. (73%)
<b>B+:</b> 522.0 – 539.9 pts. (87%)	<b>C-:</b> 420.0 – 437.9 pts. (70%)
<b>B:</b> 498.0 – 521.9 pts. (83%)	<b>D:</b> 378.0 – 419.9 pts. (63%)
<b>B-:</b> 480.0 – 497.9 pts. (80%)	<b>F:</b> < 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. <https://cehd.gmu.edu/students/polices-procedures/>.

- **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.

- **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.

- **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. Z or Dr. Ismaeli* (Beginning salutation)

*I am really enjoying your class.* (Text body)

Regards,

*(Your name- first name last name)*

## Class Schedule

Date			Topic	Readings/Assignment Due
T	Jan	22	INTRODUCTION	Supplemental Reading (SR)*
TH	Jan	24	Cervical and Thoracic Spine	Starkey: Chapter 14 HF: Chapter 4
T	Jan	29	Cervical and Thoracic Spine	Starkey: Chapter 14 HF: Chapter 4*
TH	Jan	31	<b>Quiz #1</b> Shoulder and Upper Arm	Starkey: Chapter 15 HF: Chapter 1
T	Feb	5	Shoulder and Upper Arm	Starkey: Chapter 15 HF: Chapter 1*
TH	Feb	7	Shoulder and Upper Arm	Starkey: Chapter 15 HF: Chapter 1 Assignment due: EBM <b>Article Review #1</b>
T	Feb	12	<b>Exam #1</b> Elbow and Arm	Starkey: Chapter 16 Hoppenfeld: Chapter 2*
TH	Feb	14	Elbow and Arm	Starkey: Chapter 16 Hoppenfeld: Chapter 2
T	Feb	19	<b>Quiz #2</b> Wrist and Hand	Starkey: Chapter 17 Hoppenfeld: Chapter 3*
TH	Feb	21	Wrist and Hand	Starkey: Chapter 17 Hoppenfeld: Chapter 3*
T	Feb	26	<b>Exam #2</b> Head, Face, & Related Structures	Starkey: Chapter 18-19*
TH	Feb	28	Head, Face, & Related Structures	Starkey: Chapter 18-19 <b>Article Review #2</b>
T	Mar	5	<b>Quiz #3</b> Head and Acute Cervical Spine Pathologies	Starkey: Chapter 20
TH	Mar	7	<b>LAST DAY OF CLASS</b>	
T	Mar	19	<b>Cumulative Final Exam</b>	

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

## 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

### Student Acknowledgement of Syllabus

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

- \*I have read the course syllabus for ATEP 570 in its entirety, and I understand the policies contained therein. This syllabus serves as an agreement for ATEP 570 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 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 my Blackboard e-mail for announcements and assignments.

Signature \_\_\_\_\_ Date \_\_\_\_\_

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

