

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

ATEP 570-001 Upper Body Physical Assessment
3 Credits, Spring 2020
M/TH 4:00-6:40pm SciTech (PW): Katherine Johnson Hall 131*
**location may change*

Faculty

Name: Zahra C. Ismaeli, PhD ATC
Office Hours: By Appointment
Office Location: Katherine Johnson Prince William Campus
Office Phone: 703-729-5010 ext. 211
Email Address: zismaeli@gmu.edu

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. Investigate mechanisms of injury, the evaluation process, and testing leading to diagnosis.

Course Overview

Not Applicable.

Course Delivery Method

Face-to-face; Online Instruction

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. 4th Ed. Philadelphia, PA: FA Davis; 2015.
2. Starkey C, Brown SD, Ryan J. Orthopedic and Athletic Injuries Examination Handbook. 3rd 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, 6th 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**

Examinations, including a comprehensive final exam, will be administered online. 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.

- **In-Class Assignments**

In-class assignments including designing class activities, presentations, and demonstrations on unit topics. Students are expected to prepare presentation as the professor teaching the topic.

- **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. 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.

- **Assignments**

Late or ill-prepared 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.

- **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.

- **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.

- **Grading**

ASSESSMENT METHOD	NUMBER	POINTS	POINTS
Examinations	5	40	200
What Would You Do	2	35	70
In-Class Assignments	9	20	180
Cumulative Final Examination	1	125	125
Professional Behavior, Codes of Ethics, Attendance & Promptness	1	25	25
TOTAL	—	—	600

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

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

- **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
M	Jan	11	INTRODUCTION Head, Face & Related Structures Cranial Nerves	Starkey: Chapter 20 (Selected sections: 849-882) <i>Supplemental Readings (SR) *</i>
TH	Jan	14	Head, Face & Related Structures	Starkey: Chapter 18-19*
M	Jan	18	MLK DAY- NO CLASS	Starkey: Chapter 18-19*
TH	Jan	21	Cervical and Thoracic Spine	Starkey: Chapter 14* HF: Chapter 4
M	Jan	25	Cervical and Thoracic Spine	Starkey: Chapter 14* HF: Chapter 4
TH	Jan	28	Cervical and Thoracic Spine <i>What Would You do #1 DUE</i>	Starkey: Chapter 14* HF: Chapter 4
M	Feb	1	Examination #2 Shoulder and Upper Arm	Starkey: Chapter 15 Hoppenfeld: Chapter 1*
TH	Feb	4	Shoulder and Upper Arm	Starkey: Chapter 15 Hoppenfeld: Chapter 1
M	Feb	8	Shoulder and Upper Arm	Starkey: Chapter 16 Hoppenfeld: Chapter 2*
TH	Feb	11	Examination #3 Elbow and Arm	Starkey: Chapter 16 Hoppenfeld: Chapter 2*
M	Feb	15	Elbow and Arm	Starkey: Chapter 16 Hoppenfeld: Chapter 2*
TH	Feb	18	Elbow and Arm	Starkey: Chapter 17 Hoppenfeld: Chapter 3*
M	Feb	22	Examination #4 Wrist and Hand	Starkey: Chapter 17 Hoppenfeld: Chapter 3*
TH	Feb	25	Wrist and Hand <i>What Would You do #2 DUE</i>	Starkey: Chapter 17 Hoppenfeld: Chapter 3*
M	Mar	1	Wrist and Hand	
TH	Mar	4	Examination #5	
M	Mar	8	Review	LAST DAY OF CLASS
TH	Mar	11	Cumulative Final Exam	
M	Mar	15	Beginning of Spring Break	

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://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.
- Students are encouraged to subscribe to the <https://ready.gmu.edu/masonalert/> to receive notifications of campus emergencies, closings, and other situations that could affect class activities.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Course Expectations Related to COVID-19:

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery method of this course may change accordingly, including from in-person to online. Regardless of the delivery method, the learning goals and outcomes of the course will not change; though the mode of delivery, participation, and testing method may change.

- All students are required to take **Safe Return to Campus Training** prior to visiting campus; Training is available in Blackboard.
- Students are required to follow the university’s public health and safety precautions and procedures outlined in the university Safe Return to Campus webpage.
- All students in face to face and hybrid courses must also complete the Mason COVID Health√ daily, seven days a week.
- Course Attendance: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. If you are quarantined or otherwise need to miss class because you have been advise that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any absences. If you become ill with COVID-19, you should follow the steps outlined in university Safe Return to Campus policy: <https://www2.gmu.edu/safe-return-campus/personal-and-public-health>. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cedhsaa@gmu.edu).
- Face Coverings: All members of the GMU academic community are required to follow all university guideline for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in class and in all GMU buildings. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. In addition, students are responsible for keeping their course/work area clean.
- Course Meeting Schedule: Delivery method of this course may change. Be sure to pay attention to any updates to the course schedule as the information in the syllabus may change.
- Classroom Setting: Please sit in the same seat when possible and take note of who is sitting around you; instructor may assign group seating/pods for this purpose.
- Electronically Hosted Components: Components of this class may be live or recorded for future use. CEHD course activities and assignments may regularly use web-conferencing software

(Blackboard/Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

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)

✂-----

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 my Blackboard e-mail for announcements and assignments.

Signature _____ **Date** _____

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