

# Point Loma Nazarene University

Course Syllabus Spring 2020

## ATR 6050

### Psychology of Sport, Injury and Rehabilitation

**Semester Term/Year:** Spring 2020  
**Credit Hours:** 3 credits  
**Course Location:** Mission Valley 309

**Instructor:** Sarah L. Castillo, PhD  
**Course Format:** Face to Face

**Office Hours:** By appointment

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#### **Course Description:**

This course addresses a variety of integrated psychosocial topics involving the patient, the health care professional, and response to injury. Topics include motivation, self-confidence, personality traits, emotional response to injury, interpersonal and cross-cultural communication. This course is designed for professional phase Athletic Training students.

#### **Required Texts and Resource Materials:**

##### ***Primary Text:***

Arvinen-Barrow, M., & Walker, N. (2013). *The Psychology of Sport Injury and Rehabilitation* (1<sup>st</sup> ed.). Routledge.  
ISBN-13: 978-0415695893

##### ***Supplementary Readings:***

Additional research articles have been selected to supplement and enhance the information presented in the text. Each week, in addition to the chapters in the textbook, the articles will be considered “required” readings and may be used to gain a greater depth of understanding, to support weekly discussion responses, or to support intervention ideas for the course paper. All supplementary articles have a publication date (with very few exceptions) within the last 10 years to ensure the most up to date information is provided. Supplementary readings will be considered “fair game” for testable material on quizzes and the final exam.

#### **Instructor Philosophy:**

This is a graduate level course in a discipline you have chosen to pursue as your profession. The material included in your courses and program has been chosen *specifically* because you will encounter that material in the regular course of your job performance. Doing the “bare minimum” to secure a grade is not good enough. Instead, your first concern should be for the welfare of future athletes who come under your care. That concern may manifest itself in additional readings, deeper discussions with classmates and instructors, more frequent critique and questions about the material, etc. Take chances and lean into mistakes in this “safe” environment! That way, you’ll have the education and experience to serve your clients in an effective, and efficient manner.

### **NATA Competencies:**

For accreditation purposes, the following National Athletic Training Association (NATA) competencies (psychosocial strategies of injury, mental health, and referral) were consulted:

No	Competency
PS-1	Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions.
PS-2	Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model).
PS-3	Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence).
PS-4	Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient.
PS-5	Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.
PS-6	Explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient.
PS-7	Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.
PS-8	Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.
PS-9	Describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.
PS-10	Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (eg, cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes.
PS-11	Describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.
PS-12	Identify and refer clients/patients in need of mental healthcare.
PS-13	Identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub-clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional.
PS-14	Describe the psychological and sociocultural factors associated with common eating disorders.
PS-15	Identify the symptoms and clinical signs of substance misuse/abuse, the psychological and sociocultural factors associated with such misuse/abuse, its impact on an individual's health and physical performance, and the need for proper referral to a healthcare professional.
PS-16	Formulate a referral for an individual with a suspected mental health or substance abuse problem.
PS-17	Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event.
PS-18	Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy.
PD-9	Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
CIP-7	Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.
CIP-8	Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

### **Program Learning Outcomes**

1. To prepare students to demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology
2. To prepare students to develop expertise in the athletic training domains through an integrative experiential clinical model
3. To equip students with appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer
4. To prepare students to establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators
5. To prepare students to demonstrate preparation, knowledge and skill in the delivery of comprehensive health care to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.

### **Course Outcomes :** *By the end of ATR 650, students will develop the competence to:*

1. Assess the unique psychosocial and sociocultural issues resulting from injury
2. Identify a variety of psychological principles that impact performance in sport injury and rehabilitation
3. Explain the major theoretical frameworks utilized in the psychological rehabilitation of athletic injury
4. Develop appropriate psychological intervention strategies for athletic injury rehabilitation and return to play
5. Recognize abnormal coping strategies, maladaptation, and the subsequent referral process

### **Major Assignments:**

#### **1. Discussion Board Participation (150 points)**

In order to enhance critical thinking and application of group dynamics concepts, students will respond to weekly discussion questions. The majority of discussions (11 of 15) will be case study analyses directly from your textbook. For these items, you will *either 1) respond to specific Case Study questions, OR 2) respond to your classmates' posts. Responses should contribute meaningfully to the discussion and should not rely on one word responses or close-ended comments (e.g. "Well said!" or "Exactly")*. Each week, your instructor will assign you to one of the two response groups. For the weeks not devoted to case studies, every student will respond to all parts of the thread. In total, students will respond to 15 discussion board topics and earn a maximum of 10 points per week. To earn maximum points (10 per week), you must support your responses with citations from appropriate resources (i.e., course text, assigned articles, outside research).

#### ***Case Study Discussion Post Deadlines (Weeks 3 through 13):***

**If you are assigned to Group 1:** Your case study question response is due **NO LATER THAN noon on Wednesday** of that week. Your response must be at least 200 words in length and cite appropriate resources. The remainder of your classmate responses (2) must be completed by Sunday of that week at 5:00pm, with at least 1 classmate response by **Friday evening**. *In Category 1, you have a TOTAL of 3 required posts.*

**If you are assigned to Group 2:** Your initial classmate response is **due NO LATER THAN noon on Thursday** of that week. Your classmate responses (2) must be at least 50 words in length and cite appropriate resources. The remainder of your classmate responses (3) must be completed by Sunday of that week at 5:00pm, with at least one classmate response by **Friday evening**. *In Category 2, you have a TOTAL of 4 required posts.*

#### ***Standard Discussion Post Deadlines (Weeks 1, 2, 14):***

Your initial 200 word response is due **NO LATER THAN noon on Thursday** of that week. The remainder of your classmate responses (3) are due **NO LATER THAN Sunday of that week at 5:00pm**, with at least one classmate response by **Friday evening**.

\*The deadlines and requirements above represent the minimum requirements for weekly discussion board participation. You are highly encouraged to engage in significant discussions with your classmates on these issues, which may mean more frequent or longer posts.

### **2. Quizzes (50 points)**

Students will complete two quizzes throughout the semester (note course outline for specific due dates). Each quiz will consist primarily of multiple-choice questions and will be worth up to 25 points. Students will have 30 minutes to complete each quiz, which will be submitted online. If you know that you will be unable to take a certain quiz on the scheduled date, you must work with the instructor to make appropriate arrangements.

### **3. “Influence of Spirituality” in-class presentation (50 points)**

Throughout the semester, each student will develop and conduct a 30min in-class discussion of the role of spirituality in sport psychology, athletics, or athletic injury. Students will identify an appropriate peer-reviewed article for the class to review, then moderate a discussion of that article and its implications for a career in athletic training. It is the student’s responsibility to develop classroom materials (article choice, presentation materials, handouts, thought questions, etc). Students will submit their article to the instructor for approval **NO LATER THAN** the Wednesday prior to their presentation (if you’re presenting on Monday of Week 8, you will submit your article by Wednesday of Week 7). Approved articles will be distributed to the class for review by Thursday of the week prior to presentation.

### **3.5 “Influence of Spirituality” in-class participation (30 points)**

Although students will only present once, they will be active participants in the discussions moderated by 6 of their classmates. Students are expected to have read each article prior to each presentation and participate fully in the discussion. A maximum of 5 points may be earned for appropriate participation in each discussion.

### **4.PST Injury Rehab Paper (200 points)**

Students will write a 6-8 page paper (not including title and reference page) that describes an injury rehabilitation performance enhancement training program for an athlete with a specific sport injury, and discuss how your PST plan relates to the research and applied aspects of sport psychology.

You may choose to design an PST injury rehab program for an athlete with any sport or exercise injury you like, as long as you create a training program incorporating important mental skills related to injury

recovery in that specific endeavor. You might choose something like the injuries listed below, although these are only a few possible options. Do NOT choose a career-ending injury – keep it simpler than that.

- An ACL tear in soccer
- Shin splints in distance runners
- A grade 3 ankle sprain in a volleyball player
- A torn rotator cuff in a baseball pitcher

At the beginning of your paper, you must provide an introduction to the athlete, sport, and injury you have selected. This should resemble a “case study” format, in which you describe all pertinent data relevant to the PST intervention you will design. This may include personality information, relevant injury history, the specifics of the injury and projected recovery time, etc. You are essentially “creating” a fictitious athlete case, although you may certainly model your case after an actual experience you have had personally, been part of, or read about.

You must justify the inclusion of each program component – for example, if you decide that goal-setting is an important component in an injury rehab mental training program for a marathon runner, you must support that inclusion with appropriate research on goal setting effectiveness in injury recovery. ***This means you’ll be doing additional research!***

Once you have determined the skills involved, you will discuss the program’s implementation using the 3-phase approach suggested by Burton & Raedeke (2009): Education, Acquisition, and Implementation. How will you, as the trainer, and your athlete progress through these 3 phases to make sure your program is effective for the injured athlete?

Your paper must include AT LEAST 10 outside academic references from peer-reviewed journals, although you may find that you use many more than that. **WIKIPEDIA IS NOT AN APPROPRIATE SOURCE FOR OUTSIDE REFERENCES.**

**NOTE: DO NOT WAIT TO BEGIN!** The best starting time for your paper is NOW. This is an in-depth project. It is suggested that you choose your hypothetical athlete’s gender, sport, and injury early to give you an opportunity to do some reading about etiology, recovery timelines, playing schedules, etc, and identify any research in the sport psychology literature related to this population.

#### **4. Final Examination (100 points)**

A comprehensive examination will be given in this course (note course outline for specific test date). The exam will consist primarily of multiple-choice, true/false questions, as well as potential essay questions about course concepts. Although the exam is scheduled for 50 minutes, you may take as long as you need to complete it. I want your best work and the best indication of what you have learned. Questions will be based upon the material presented in textbook, lectures, assigned readings, and discussions board topics. The Final Exam is CLOSED-BOOK. No additional resources are authorized.

**Methods for Evaluation and Grading:**

The grading scale used in the course will be as follows (based upon 580 total points):

<b>GRADE</b>	<b>in Percent</b>
<b>A</b>	<b>94-100</b>
<b>A-</b>	<b>90-93</b>
<b>B+</b>	<b>87-89</b>
<b>B</b>	<b>83-86</b>
<b>B-</b>	<b>80-82</b>

**Lecture Slides**

Lecture slides will be available in Canvas AFTER each lecture. While I understand that some students like to use lecture slides to organize their notes, I believe attendance and participation in a less structured classroom environment is of greater benefit. When you review your class notes at the end of each lecture day, make sure to incorporate the lecture slides to impose a structure for your studying.

**A Word About Writing**

This is a 600-level graduate course. As such, you are expected to have command of the English language in both spoken and written form. While none of the assignments specifically states that your work will be graded on grammar, spelling, punctuation, formality, appropriate word choice, etc, rest assured that these are elements that are EXPECTED when I read your work. You should expect to lose points if your work has not been spell-checked, reviewed, written appropriately, etc. However, in general, I do not deduct more than 10% for these types of errors.

**Late Work Policy**

All work is due by the posted date and time deadlines in the course syllabus. Late work is charged a penalty of 10% per 24hr period, or portion thereof. If the assignment is due at Noon, and you submit it anytime between 12:01pm and 11:59am the following day, you lose 10%. If an unexpected situation arises preventing you from submitting the work on time, it is your responsibility to inform me AHEAD OF TIME. If the assignment is due at Noon, and your computer crashes at 11:35, you have 24 minutes to call, email, text, Morse code, carrier pigeon, etc. to inform me that you will not be submitting the assignment on time. It will be up to me to determine whether your reason is acceptable. In those “acceptable” cases you will be allowed to submit the assignment, at the earliest possible time, without a penalty.

**In order to receive a passing grade for the course,  
you MUST submit all assignments, regardless of lateness.**

**Civility**

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations.
- There are to be no offensive comments, language, or gestures.

### **Academic Accommodations**

While all students are expected to meet the minimum academic standards for completion of this course, students with disabilities may require academic accommodations. To request academic accommodations, you'll need to file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once documentation is filed, the DRC will contact your instructors and provide written recommendations for reasonable and appropriate accommodation to meet your needs. If you have questions or would like to discuss those or any learning problems, please feel free to contact me. See Academic Policies for full text.

### **FERPA Policy**

As a student at Point Loma, you have a legal right to privacy as outlined in the federal FERPA (Family Educational Rights and Privacy Act) legislation. If I post grades or return assignments, I'll do so in a way that does not publicly reveal your name, PLNU student ID, or social security number without your written permission. See Policy Statements for full text.

### **Use of Technology**

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class—but please make sure you use them appropriately and responsibly. If a tech tool becomes a distraction or disruption while class is in session, I will ask you to put it away or invite you to no longer bring it to class.

### **Academic Dishonesty**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." See Academic Policies for full text.

**Tentative Course Outline:**

*This outline may be modified and enhanced as the semester progresses. Any changes or modifications in the class outline will be communicated to the students.*

Week	Date	Class Agenda / Topic / Assignment	Required Reading
#1	Jan 13	Introductions Orientation / Review of Syllabus	Supplementary articles in Canvas (5)
	Jan 20	<i>MLK DAY – NO CLASS</i>	
#2	Jan 27	Weekly Topic: Intro/Psych Antecedents to Sport Injury	<b>Arvinen-Barrow Text: Chapter 1 &amp;2</b> Supplementary articles in Canvas (4) ISP article (DN)
#3	Feb 3	Weekly Topic: Psychological Responses to Injury / Theoretical Models  <i>Influence of Spirituality (DN)</i>	<b>Arvinen-Barrow Text: Chapter 3</b> Supplementary articles in Canvas (3)  ISP article (JP)
#4	Feb 10	Weekly Topic: Psychological Aspects of Rehabilitation Adherence  <i>Influence of Spirituality (JP)</i>  <b>QUIZ 1 (due by 11:59pm on Feb 16)</b>	<b>Arvinen-Barrow Text: Chapter 4</b> Supplementary articles in Canvas (2)
#5	Feb 17	Weekly Topic: Goals and Goal Setting in Sport Injury Rehabilitation	<b>Arvinen-Barrow Text: Chapter 5</b> Supplementary articles in Canvas (2)  ISP article (JS)
#6	Feb 24	Weekly Topic: Imagery in Sport Injury Rehabilitation  <b>Influence of Spirituality (JS)</b>	<b>Arvinen-Barrow Text: Chapter 6</b> Supplementary articles in Canvas (3)
#7	Mar 2	Weekly Topic: Relaxation Techniques in Sport Injury Rehabilitation	<b>Arvinen-Barrow Text: Chapter 7</b> Supplementary articles in Canvas (2)  ISP article (JW)
	Mar 9	<i><u>SPRING BREAK – NO CLASS</u></i>	
#8	Mar 16	Weekly Topic: Self-Talk in Sport Injury Rehabilitation  <i>Influence of Spirituality (JW)</i>	<b>Arvinen-Barrow Text: Chapter 8</b> ISP article (DW)



#9	Mar 23	<p>Weekly Topic: Social Support in Sport Injury Rehabilitation</p> <p>Body Image and Eating Disorders in Sport Alcohol and Drugs in Sport Symptoms of Mental Health Issues Mental Healthcare Privacy and Referral</p> <p><i><b>Influence of Spirituality (DW)</b></i></p> <p><b>QUIZ 2 (due by 11:59pm on Mar 29)</b></p>	<p><b>Arvinen-Barrow Text: Chapter 9</b> Supplementary articles in Canvas (2)</p>
#10	Mar 30	<p>Weekly Topic: Integrating Psychological and Physiological Aspects of Sport Injury Rehabilitation</p>	<p><b>Arvinen-Barrow Text: Chapter 10</b> Supplementary articles in Canvas (2) ISP article (AKL)</p>
#11	Apr 6	<p>Weekly Topic: Sport Medicine Team Influences in Psychological Rehabilitation: A Multidisciplinary Approach</p> <p><i><b>Influence of Spirituality (AKL)</b></i></p>	<p><b>Arvinen-Barrow Text: Chapter 11</b> Supplementary article in Canvas (1)</p>
#12	Apr 13	<p>Weekly Topic: Using a Psychological Model and Counseling Skills in Sport Injury Rehabilitation</p> <p>Psychology of Physical Activity-Related Injuries</p>	<p><b>Arvinen-Barrow Text: Chapter 12</b>  ISP article (EGZ)</p>
#13	Apr 20	<p>Weekly Topic: Psychology of Physical Activity-Related Injuries</p> <p><i><b>Influence of Spirituality (EGZ)</b></i></p>	<p><b>Arvinen-Barrow Text: Chapter 13</b> Supplementary articles in Canvas (1)</p>
#14	April 27	<p>Weekly Topic: Future Directions and Course Wrap-Up</p>	<p><b>Arvinen-Barrow Text: Chapter 14</b></p>
#15	May 4	FINAL EXAM	