

Spring 2021

Department of Kinesiology

ATR 6050: Psychology of Sport and Injury

Number of units: 3

Meeting day: Online	Instructor(s): Nicole Cosby, PhD, ATC
Meeting times: None	Office phone: 619-849-2901
Meeting location: Online	E-mail: nicolecosby@pointloma.edu
Any additional info: N/A	Office hrs: Click here to sign up for office hours
Final Exam: None	Canvas Login: canvas.pointloma.edu ↓

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

HEALTH AND SAFETY UPDATE - COVID 19

It is expected that all students will abide by the health and safety standards set by the university. Here is a [link](#) to the most current Health and Safety Guidelines.

WEARING FACE SHIELDS IN CLASS REQUIRED

PLNU requires all students, faculty, and staff to wear face shields or cloth face coverings in classrooms, laboratories and other public spaces where in-person instruction occurs. We require the wearing of shields covering the nose and mouth in all physical classrooms to help mitigate the transmission of COVID-19. Wearing a face shield is a mark of respect, compassion for your classmates, faculty, staff and for the greater San Diego community. Students who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance, should seek an accommodation through the disability resource center. If you do not adhere to this practice you will be asked to leave the room.

FACE SHIELDS are NOT a SUBSTITUTE for SOCIAL DISTANCING

You should maintain appropriate social distancing guidelines where possible while in the classroom, laboratory, or other instructional spaces and in public areas. You should avoid congregating around instructional space entrances before or after class sessions. Expectations for seating arrangements will be communicated at the beginning of the semester. Some instructional spaces may have designated entrance and exit doors for you to use. You should exit the instructional space immediately after the

end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

HEALTH-RELATED CLASS ABSENCES

Please regularly evaluate your own health according to current **CDC guidelines**. Do not attend class or other on-campus events if you are ill.

You are encouraged to seek appropriate medical attention for treatment of illness. Please contact your primary care physician OR a free San Diego medical clinic if you do not have health insurance. In the event of having a contagious illness such as influenza or COVID-19, please complete the PLNU campus clear app upon diagnosis and do not come to class or to campus to turn in any work. Instead, **email me about your absence as soon as you are able so that appropriate accommodations can be explored.**

I am committed to working with students with pre-existing medical and mental health needs, as well as new needs that may arise within the semester. I encourage you to reach out to me as early as possible to discuss any adjustments you think may be necessary in this course. Reasonable accommodations may include leveraging the course modules that have been developed in creative ways to maximize your access during times when students need to quarantine due to COVID exposure, or during an absence related to a disability or COVID-19 diagnosis. While I cannot guarantee any specific outcome, I am committed to working with you to explore all the options available in this course.

COMMITMENT TO INCLUSION, EQUITY and DIVERSITY

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, religion, ability, etc.). I also understand that the current crisis of COVID, economic disparity, and health concerns could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of PLNU which seeks to support students academically, emotionally and spiritually. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me, I want to be a resource for you!

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.

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.

PROGRAM LEARNING OUTCOMES

The Point Loma Nazarene University MS-AT graduate will be able to:

1. Demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology.
2. Develop expertise in the athletic training domains through an integrative experiential clinical model.
3. Demonstrate the appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer.
4. Establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators.
5. Demonstrate preparation, knowledge and skill in the delivery of comprehensive healthcare 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 LEARNING OUTCOMES

After completing this course, you should be able 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

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Primary Text:

Arvinen-Barrow, M., & Walker, N. (2013). *The Psychology of Sport Injury and Rehabilitation* (1st 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.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

MAJOR ASSIGNMENTS

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, and 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”). Students will not earn full credit on a discussion board unless they use the book or even an evidence based article to support their initial post and response.

Standard Discussion Post Deadlines

Your initial 300-400 word response is due NO LATER THAN 11:59 pm on MONDAY of that week. The remainder of your classmate responses (2) are due NO LATER THAN Sunday of that week at 11:59 pm. Additionally, to receive full credit for your discussion board post, you MUST respond to every peer that makes a response on your post.

****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.***

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 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.

“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.

“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.

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

- Medial tibial stress syndrome 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 in Chapter 10 of the Arvinen-Barrow text. How will you, as the trainer, and your athlete progress through these 3 phases to make sure your PST 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.

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.

ASSESSMENT AND GRADING

Note: Clearly define a grading policy to avoid any confusion concerning expectations. It is most helpful if at least two things are present: 1) a point distribution and 2) a grading scale.

Student grades will be posted in the Canvas grade book no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Grade Scale Based on Percentages

A	B	C	D	F
A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-93	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

A WORD ABOUT WRITING

This is a 6000-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.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on **State Authorization** to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See **Academic Policies** for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (**DRC@pointloma.edu** or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See **Academic Policies** in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Synchronous Attendance/Participation

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.) Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the **Office of Spiritual Development**

Mission Valley

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate and Adult Degree Completion students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mvchaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong's cell number is 808-429-1129 if you need a more immediate response. In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the **Technology and System Requirements** information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS AT-A-GLANCE

The table below lists our assignments and their due dates. Click on any assignment to review it.

TENTATIVE SCHEDULE

Week	Topic	Lecture Assignment	Discussion Board Assignment
Week 1 Monday, March 15	Identity, Self Determination Theory and Rehab	<u>Chapters 1 and 2 Lecture</u>	<u>Case Study Chapters 1-2 BOC Prep Competitive Autobiography.</u>
Week 2 Monday, March 22	Psychological Responses to Injury and Adherence	<u>Chapters 3 and 4 Lecture</u>	<u>Chapter 3 Case Study. Chapter 4 Case Study.</u>
Week 3 Monday, March 29	Goal Setting in Sport Injury Rehabilitation	<u>Chapter 5 Lecture</u>	<u>Chapter 5 Case Study.</u>
Week 4 Monday, April 5	Imagery and Relaxation Techniques in Sport Injury Rehabilitation	<u>Chapters 6 and 7 Lecture</u>	<u>Chapter 6 Case Study. Chapter 7 Case Study.</u>
Week 5 Monday, April 12	Self-Talk and Social Support In Sport Injury	<u>Chapters 8 and 9 Lecture</u>	<u>Chapter 8 Case Study.</u>

	Rehabilitation		
Week 6 Monday, April 19	Phases of Rehabilitation and Multidisciplinary Approach	<u>Chapters 10 and 11 Lecture</u>	<u>Chapter 10 Case Study</u> <u>Chapter 11 Case Study</u> <u>Chapter 9 Case Study</u>
Week 7 Monday, April 26	Counseling Skills and Conclusion	<u>Chapters 12 and 13 Lecture</u>	<u>PST Injury Rehab Presentation PPT Rough Draft</u>
Week 8 Monday, May 3	None	None	<u>PST Injury Rehab Presentation</u>

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.

No	Competency
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.

No	Competency
CIP-8	<p>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.</p>