

Spring 2023

ATR 6050: Psychology of Sport, Injury, and Rehabilitation Department of Kinesiology | 3 units

Meeting day: none/asynchronous	Instructor: Dr. Carra Johnson
Meeting times: none/asynchronous	Office phone: Upon Request
Meeting location: Online	E-mail: cjohnson@pointloma.edu
Virtual Office: Zoom Link Links to an external site.	Office Hours: Email me to set up a meeting!

POINT LOMA NAZARENE UNIVERSITY INFO

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.

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

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

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.

Fully online courses

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. Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

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](#)

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.

M.S. ATHLETIC TRAINING PROGRAM INFO

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 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.)

GRADING

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	

ART6050 COURSE INFO

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.

Course description, in my own words

The purpose of this course is to prepare you to work with entire humans, from their physical components to their psychological and emotional experiences. The focus will be on the integration of all three of these things and how they influence one another (along with the important influence of the social world that the individual is part of/surrounded by). Your impact as a professional will likely go further if you can effectively understand the thoughts, feelings, and behaviors of the individuals you work with, and provide support and treatment accordingly!

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

TEXTBOOK

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

Click to see this product on: [Amazon](#) | [Chegg](#)

ASSESSMENTS

Case Studies (10) | 40 percent of total grade (4 percent each)

For the first seven weeks of the course, you will be asked to complete 1-2 case study analyses each week. Each case (which comes directly from your textbook) is followed by a set of questions to be answered. Aim to answer all questions completely, thoroughly, and thoughtfully, including elaborations and explanations when relevant. There is no minimum or maximum word count; rather, you will be graded on completeness, relevance, and accuracy.

I have set this up in a discussion format, simply so that you can see your peers' responses as part of your own learning process. In the discussion prompt, I've included questions that you can definitely think about on your own, discuss with your peers, or use as food for thought if you want to respond to any of your peers' posts. While I think exploring these questions is valuable, and you can respond to your peers as much as you want to, there is **no requirement** that you respond to anyone's case study post.

Application Discussions (7) | 28 percent of total grade (4 percent each)

You will have a discussion post (and one response) due each week *except* Week 6. These will challenge you to apply the content from that week, relative to your own life/injury experiences or that of an athlete/client that you are working with. In each initial discussion post, you should aim to answer all questions completely, thoroughly, and thoughtfully, including elaborations and explanations when relevant. There is no minimum or maximum word count; rather, you will be graded on thoughtfulness, relevance, and accuracy.

For these discussions, you will be part of a small discussion group so that you can focus specifically on only a few classmates' responses; this also means only a few people can see your post.

Your initial response to the questions is due **Thursday @ 11:59pm** of each week.

Please also respond to at least **one** other person's discussion post by **Sunday @ 11:59pm**. Each discussion prompt includes a specific prompt to guide your response to your peer, so be sure to respond using this specific prompt. Again, this response should be thorough and thoughtful.

These are the minimum requirements for weekly discussion board participation. You are welcome to have further discussion with your classmates, and totally welcome to respond to more than just your one required post.

Quizzes (8) | 24 percent of total grade (3 percent each)

Each week, you will have a very short quiz (typically 3 questions) to gauge your understanding of the content that week. You will have **twenty minutes** to complete each quiz, starting when you open and begin the quiz. The quizzes may consist of multiple choice, multiple answer, true/false, and/or matching questions.

AT Philosophy Statement | 8 percent of total grade

Write a **one-page, single-spaced** athletic training philosophy statement. See the [assignment page](#) for details. This is due at the end of Week 6.

TENTATIVE SCHEDULE

Week	Topic	Reading(s)	Assignments
Week 1 Jan 9-15	Intro & Role of Psychology in Injury Occurrence	Chapter 1 Chapter 2 Bejar et al. 2019	Quiz - Week 1 Discussion - Week 1 Chapter 2 Case Study
Week 2 Jan 16-22	Response to Injury & Adherence to Rehabilitation	Chapter 3 Chapter 4	Quiz - Week 2 Discussion - Week 2

			Chapter 3 Case Study
Week 3 Jan 23-29	Goal Setting & Imagery in Sport Injury Rehabilitation	Chapter 5 Chapter 6	Quiz - Week 3 Discussion - Week 3 Chapter 5 Case Study Chapter 6 Case Study
Week 4 Jan 30-Feb 5	Relaxation Techniques & Self-Talk in Sport Injury Rehabilitation	Chapter 7 Chapter 8	Quiz - Week 4 Discussion - Week 4 Chapter 7 Case Study Chapter 8 Case Study
Week 5 Feb 6-12	Social Support & Profiling	Chapter 9 Chapter 10	Quiz - Week 5 Discussion - Week 5 Chapter 9 Case Study Chapter 10 Case Study
Week 6 Feb 13-19	Referrals	Chapter 11	Quiz - Week 6 Chapter 11 Case Study AT Philosophy Statement
Week 7 Feb 20-26	Counseling Skills & Psych Models	Chapter 12 Chapter 13	Quiz - Week 7 Discussion - Week 7 Chapter 2 Case Study
Week 8 Feb 27-Mar 5	Conclusion	None	Quiz - Week 8 Discussion - Week 8 Extra Credit: Chapter 4 Case Study

NATA COMPETENCIES

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

Theoretical Background

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.

Psychosocial Strategies

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.

Mental Health and Referral

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.

Professional Development and Responsibility

PD-9. Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.

Clinical Integration Proficiencies

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.