AT 320– Psychological Bases of Sport Injuries
Spring 2013

Glenn Edgerton, MS, LAT
Office - CHP 121-A
928-523-6837
glenn.edgerton@nau.edu

Office Hours:
M-11:30-12:30
TTH - 11 - 12
W - 12:30-2:30pm
or by appointment

Credit Hours: 2

Course Prerequisites: PSY 101

Required Text:

Electronic Text:

Course Description:
This course provides the student with the background and examination of psychological theories and clinical applications related to injuries/illnesses and the subsequent rehabilitation of the physically active.

Course Objective:
The course is designed to develop the student’s ability to optimize rehabilitative efforts of injuries & illnesses of the physically active. Various psychological considerations such as social support, imagery, education, and modeling techniques will be used. Eating disorders, substance abuse, and disability will be included.

Course Goals:
- Integrate a wide variety of psychological theories and clinical applications into a unified perspective on injuries of the physically active. (Discussion Questions)
Provide students with an awareness of pertinent psychological factors believed to be related to injuries of the physically active. (Unit 6 DQs, quizzes, and assignment)

Promote an awareness of the grief models and stress-based cognitive appraisal models used to clarify affective responses to injury. (Unit 9 DQs, quiz, assignment)

Examine selected ethical and legal issues relevant to athletic trainers who counsel physically active individuals who have sustained an injury. (DQs, Quizzes, Assignments)

Promote a better understanding of the referral choices and parameters of athletic trainers and other allied health care professionals who may be included in the healthy recovery of the injured/ill athlete. (Unit 3 DQs, quiz, assignment)

Through active learning, students will investigate various mental strategies to optimize rehabilitative efforts for injuries to the physically active. (DQs, quizzes, assignments)

Understand disordered eating and substance abuse issues that athletes may demonstrate and how to successfully perform an intervention with the athlete. (Practical Evaluation, Unit 4 DQs, quiz, assignment)

Develop competent practitioners capable of managing the variety of psychological issues that present themselves in the physically active patients/athletes that athletic trainers care for. (DQs, quizzes, assignments, and practical evaluation)

Course Content:

The course consists of 10 units, some of which are 1 week long and others of which are 2 weeks long. Each unit will have assigned readings, and clearly articulated goals related to NATA guidelines. Each unit requires your response to a discussion question, a written assignment, and a quiz. You will also complete a practical examination, which is described below. Details on course content can be found below as well.

Evaluation Methods

A. Quiz
Each unit will contain a 10-item quiz worth 30 points. The quiz will cover specific, detailed information drawn from the reading assignment. **Quizzes will be due on Friday at the end of each unit by 11:59 PM.** Once you start the quiz you will have 15 minutes to complete. You will only be allowed one attempt at each quiz.

B. Assignments
Each unit will involve an assignment worth 30 points. The assignments will require that you complete the weekly reading prior to completing the assignment. On occasion, you will also be required to complete an exercise, interview your ACI, or perform a mock intervention with a volunteer (i.e. athlete, friend, ACI). **Assignments will be due on Sunday at the end of each unit by 11:59PM.**

C. Discussion Forums
Each unit will contain one discussion forum worth 30 points. The discussion forum will require that you complete the weekly reading prior to completing the assignment. On occasion, you will also be required to complete an exercise, interview your ACI, or perform a mock intervention with a volunteer (i.e. athlete, friend, ACI). Your answers must be substantive, citing appropriate sources where necessary, and at least 250 words in length. You must address every question answered in the discussion forum. You will also be required to reply to 2 classmates with a substantive reply of at least
50 words. Initial discussion questions will be due on Friday at the end of each unit by 11:59 PM. Peer responses will be due by Sunday of each unit.

D. Practical Exam – Intervention
At the end of the semester, each student will perform a mock intervention of either an athlete with an eating disorder or a substance abuse problem. This final practical exam will be worth 100 points. There will be more detailed instructions to follow regarding your practical. It will be due by the end of reading week, Friday May 3rd at 11:59 PM.

Grading System

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>300</td>
<td>90% (1000-900) = A</td>
</tr>
<tr>
<td>Assignments</td>
<td>300</td>
<td>80% (899-800) = B</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>300</td>
<td>70% (799-700) = C</td>
</tr>
<tr>
<td>Practical Exam - Intervention</td>
<td>100</td>
<td>60% (699-600) = D</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
<td></td>
</tr>
</tbody>
</table>

Course Policy

Retest/makeup tests
Arrangements must be made with instructor prior to the scheduled exam/quiz/assignment/discussion date. In the case of an unforeseeable situation, contact must be made with the instructor within 24 hours.

Statement on plagiarism and cheating
See University policy at: [http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf](http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf)

Withdrawal Policy
Please use the following link to review important dates and deadlines concerning drop/add and withdrawals. [http://nau.edu/Registrar/Important-Dates/Spring-2013-Session-Deadlines/](http://nau.edu/Registrar/Important-Dates/Spring-2013-Session-Deadlines/)

University Policies
Visit the University’s website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity: [http://home.nau.edu/studentlife/handbook.asp](http://home.nau.edu/studentlife/handbook.asp)

Course Content Details:
UNIT 1: Introduction and Course Overview
Week1 – 1/14-1/20
A. Topics and goals
   a. 2006 NATA Psychosocial Intervention and Referral Domain
      i. Cognitive Competencies Overview
      ii. Clinical Proficiencies Overview
   b. Enlisting support of the ACI
c. Preparing for engaged learning
d. The role of the AT in psychosocial issues

B. Reading Assignment

   a. Mensch and Miller chapter 1
   b. Pargman chapter 12, p. 201-205 Psychoeducational Group Approach
   c. Pargman Chapter 16

C. Discussion Question:

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of these competencies.

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

Question:

Describe a time when you have worked with an injured athlete and encountered issues that demonstrate the psychological constructs discussed on pages 4-8. How would increased knowledge of psychosocial issues in sports injury have helped you manage that athlete’s injury better?

D. Written Assignment:

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Complete the discussion question for Unit 1, as you will utilize this information for this assignment. The write up for this assignment must reflect an understanding of NATA competencies and include data from an interview with your ACI. You will also need to review the syllabus so that you can inform your ACI what you will be covering in this class.

Part I:

Throughout this course you will be asked to conduct interviews, mock interventions and psychoeducational sessions with the ACIs, athletes, and coaches at your clinical site or with other volunteers. The psychosocial competencies you must master are relatively recent requirements, and many ACIs, athletes and coaches are unfamiliar with them. How will you explain to your ACIs, athletes, and coaches the relevance of psychosocial intervention and referral to your future certification as an athletic trainer? (hint: think ‘cognitive competencies’) How will you explain to your ACIs, athletes, and coaches the importance of their participation in interviews and mock intervention techniques? (hint: think ‘clinical proficiencies’).

Part II:
Schedule a 15-30 minute meeting with your ACI during which you will explain to the ACI the cognitive competencies and clinical proficiencies required in AT320, ask the ACI for his or her support in completing your class assignments by participating in interviews, supervising mock educational sessions, and conducting a mock intervention wherein you refer an athlete for additional counseling.

Part III:
Write a 2 page paper summarizing the answer to the questions in part I, how you presented these issues to your ACI, and your ACI’s response during the meeting required for part II. Please remember to cite your textbook where appropriate.

- 2-3 pages
- 12-pt font, one inch margins
- Double spaced
- Citations/references included

E. Quiz

1) The Six Session Psychoeducational group

2) NATA cognitive competencies and clinical proficiencies.

3) The role of the athletic trainer in supporting psychosocial health of the athlete.

UNIT 2: Interpersonal and Communication Skills for the Athletic Trainer
Week 2 – 1/21-1/27

A. Cognitive Competency addressed and associated goals:

   a. Describe the theories and techniques of interpersonal and cross-cultural communication

   b. Explain the basic principles of counseling (discussion, active listening, and resolution) and the various strategies that ATCs may employ to avoid and resolve conflicts among superiors, peers, and subordinates.

   c. This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.

B. Reading Assignment

   a. Mensch and Miller chapter 2

   b. Pargman Chapter 5 (skip p. 85-87 Referral for Psychological Services)

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.
General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

Complete the following exercise. Post your answers:

Below are listed some of the typical statements patients may make to the athletic trainer in the training room. Please read them and respond in the space provided. Identify the potential coping mechanism of the patient using the model discussed in the Helping and Coping section of your chapter, on pages 37-39 of your text. Classify the nature of your response based on the Intentional Interviewing section of chapter 2 on pages 47-55. (This exercise is based on exercise 8 in chapter 2 of your text)

Scenario 1:

“Here I am sitting in this training room. Nobody on the team cares where I am. I wouldn’t even be here if Paul had blocked me like he was supposed to.”

Response:

Intentional Interviewing Skill:

Coping Mechanism:

Scenario 2:

“I don’t need to come in for rehab. I’m doing my exercises at home. In fact, I’m doing double what you said to do, and things are going fine. I can handle this.”

Response:

Intentional Interviewing Skill:

Coping Mechanism:

Scenario 3:

“I don’t want to do my home exercises because I’m not sure I’m doing them right. When I do this exercise at home I get a clicking in my knee and some pain down my leg. I’d rather do all of my rehab here.

Response:

Intentional Interviewing Skill:

Coping Mechanism:

D. Written Assignment

To prepare: Complete this week’s reading assignment. Your written assignment must demonstrate an understanding of the material covered in the reading. Pay close attention to the material on pages 46-55 of Mensch and Miller. You must cite the textbooks and one additional
scholarly source for this assignment. You will require a volunteer with whom to practice active listening for this assignment. If you would like to see some live examples, please consider watching these videos:

Short version (mandatory):

http://www.youtube.com/watch?v=tO68uTk-T_E&feature=fvw

Active listening in sales (optional):

http://www.youtube.com/watch?v=2IDjb3sQ2SM&feature=related

Active listening in sales, part 2 (optional):

http://www.youtube.com/watch?v=kkqqcNyXjJU&feature=related

Set a timer for 5 minutes. Ask your volunteer to tell you about an experience he or she has had with physical injury or medical illness. Listen to your volunteer closely, and paraphrase what you have heard. Ask the volunteer if you have heard correctly. Do not move forward with the conversation until you have heard them correctly. Then ask a question related to their story to elicit more detailed information. Listen and paraphrase a second time. Next set a timer for 5 minute, and switch roles.

Write up your experience in a 2 page double spaced paper. Relate this experience to the reading, considering things such as Cavanagh and Levitov’s six stage model, attending behaviors, the Five-Phase Cycle of Empathic Skillfulness, reflecting, summarizing, and the various incongruities sometimes present in patient accounts mentioned on page 54.

E. Quiz Study Guide

1) Healthy personality features
2) Brickman’s models of helping and coping
3) Skinner’s approach
4) Rational Emotive Behavior approach
5) Person centered approach
6) Choice theory
7) Cavanagh and Levitov’s 6-stage model of the helping interview
8) Intentional interviewing skills, including active listening
9) HOPE

UNIT 3: Systematic Referrals
Week 3 and 4 – 1/28 – 2/10

A. Cognitive Competency addressed and associated goals:
a. Describe the roles and function of various community-based health care providers and the accepted protocols that govern the referral of patients to these professionals.

b. Explain the potential need for psychosocial intervention and referral when dealing with populations requiring special consideration.

c. Explain the importance of providing health care information to patients, parents/guardians, and others regarding the psychological and emotional well-being of the patient.

d. Identifying patients in need of referral

e. Triaging referrals

f. This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.

B. Reading Assignment

a. Chapter 3 Mensch and Miller

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

Please read the scenario and answer the questions below:

Sarah plays basketball on scholarship at a state university. She has WNBA potential, and has dreamt of playing professionally since middle school. She is normally an upbeat, optimistic person—the one her team counts on to rally them all when things get tough. Six months ago her mother died in a car accident. Since then, her attendance at practice has been slipping, she’s not socializing with her teammates, and she seems withdrawn. Her coach asks you to talk with her about possible depression.

1. Would this be an appropriate case for a referral? Why or why not?

2. Who else might referral affect and who else might you need to consider as the ATC?

3. Is this a Level 1, 2 or 3 referral? Why did you choose that level?

4. Assuming you were the ATC, and that you had a good relationship with Sarah, how would you go about referring her? Give an example of what you would say specifically.

D. Written Assignment
To prepare: Complete this week’s reading so that you are familiar with the various aspects of systematic referrals. Your essay must reflect an understanding of these competencies.

Interview your ACI regarding his/her experience referring athletes to mental health care providers.

Review the Policies and Procedures for referral to mental health care providers at your facility.

Contact a mental health care provider in your area. Identify yourself as an athletic training student in a clinical placement who is seeking mental health referral resources. Ask the provider what procedures they follow when receiving referrals from other health care providers (i.e. do they prefer a phone call or written letter from the health care provider? Do they prefer that the patient call for his/her own appointment, or can you call for them?).

Write a 2-page essay detailing what you have learned about psychosocial referral policies and procedures in your clinical setting. Please include any experience you may already have in this area. Please use citations where appropriate.

- 2-3 pages
- 12-pt font, one inch margins
- Double spaced
- Citations/references included

E. Quiz Study Guide

1) The titles and roles of various mental health care professionals
2) The levels of referral
3) The process of referral and follow up after referral is made
4) The indicators that a referral is necessary

UNIT 4: Substance Abuse Disorders, Eating disorders, and Interventions
Weeks 5 and 6 – 2/11 – 2/24

A. Cognitive Competency addressed and associated goals:

a. Identify and describe the sociological, biological, and psychological influences toward substance abuse, addictive personality traits, commonly abused substances, signed and symptoms associated with the abuse of these substances, and their impact on an individual’s health and physical performance.

b. Identify the symptoms and clinical signs of common eating disorders and the psychological and sociocultural factors associated with these disorders.

c. This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.
B. Reading Assignment
   a. Mensch and Miller Chapter 4, 5 and 9

C. Discussion Question
   To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.

   General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

   The question:

   The text recommends educating athletes so that teammates can have sufficient knowledge to identify a problem in another athlete and ask for assistance. Write 1-3 paragraphs detailing what you believe every athlete should know about substance abuse and eating disorders.

D. Written Assignment
   Review the document entitled AT320 Practical Exam Scenarios. Practice one eating disorder scenario and one substance abuse scenario with your ACI. Your ACI may observe and comment if you are able to find a mock patient, or your ACI may serve as both the observer and the mock patient if necessary. Ask your ACI to complete your mock practical exam evaluation form. Either scan and email or fax the completed and signed form to the instructor.

E. Quiz Study Guide
   1) Signs and symptoms of substance abuse
   2) Signs and symptoms of eating disorders
   3) Personality factors contributing to eating disorders
   4) The female athletic triad
   5) The impact of substance abuse and eating disorders to athletic performance.

UNIT 5: Mental Health Issues and Interventions Week 7 – 2/25 – 3/3
A. Cognitive Competency addressed and associated goals:
   a. Describe the basic signs and symptoms of mental disorders (psychoses), emotional disorders (neuroses, depression), or personal/social conflict (family problems, academic or emotional stress, personal assault or abuse, sexual assault, sexual harassment), as well as the contemporary personal, school, and community health service agencies, such as community-based psychological and social support services, that treat these
conditions and the appropriate referral procedures for accessing these health service agencies.

b. Describe the acceptance and grieving processes that follow a catastrophic event and the need for a psychological intervention and referral plan for all parties affected by the event.

c. This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.

B. Reading Assignment

a. Mensch and Miller Chapter 7

b. Mensch and Miller Chapter 8

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. Read the policies and procedures at your clinical site guiding decision making around the issues of psychological referral, including psychological responses to catastrophic events.

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

The Question: Watch the video clip at this link, and answer the following questions (please do additional research to answer the questions fully):
http://www.youtube.com/watch?v=pAE12hdQ9ok

How did Jordan Burnham's anxiety and depression affect his athletic performance? Knowing what you know now, how could you have intervened if you had been Jordan's athletic trainer? What questions could you have asked to elicit a diagnosis? How could you have helped him accept a referral? What policies and procedures exist at your current clinical site to guide identification and referral of athletes who are struggling with psychological issues?

D. Written Assignment

- 2-3 pages
- 12-pt font, one inch margins
- Double spaced
- Citations/references included

Consider an event in your own life where someone that you cared about was either catastrophically injured or passed away. Write a 2-3 page reflection paper addressing the following questions: What happened? Knowing the stages of grieving, how would you say you
dealt with this trauma and what stage are you at now? How might your past experience help you understand a grieving athlete of yours in the future? What policies and procedures exist at your current clinical site to guide psychological intervention and referral of those affected by catastrophic injury? [Suggestion: write a one paragraph introduction, one paragraph answering each of the questions, and a one paragraph conclusion]

E. Quiz Study Guide

1) Risks and benefits of athletic involvement

2) The signs and symptoms of the major psychological disorders covered in the chapters.

3) The role of the ATC in promoting psychological health of the athlete

UNIT 6: Psychological Responses to Injury Week 8 and 10 – 3/4 – 3/17

A. Cognitive Competency addressed and associated goals:

a. Explain the stress-response model and the psychological and emotional responses to trauma and forced inactivity.

b. Describe the psychosocial factors that affect persistent pain perception (i.e., emotional state, locus of control, psychodynamic issues, sociocultural factors, and personal values and beliefs) and identify multidisciplinary approaches for managing patients with persistent pain.

c. This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

B. Reading Assignment

a. Mensch and Miller chapter 6 (p. 163-176)

b. Pargman Chapter 18

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. This discussion question requires that you complete the Written Assignment for this module prior to answering the discussion question.

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.
Practice your psychoeducational group session with a mock patient. Ask for feedback about the 3 things you did best, and the 3 things that could use improvement. Report the feedback.

How can knowing this information benefit injured athletes in their rehabilitation process?

How did you feel about the content of your session? How did you feel about your delivery of your session? Were you already providing athletes with this information at the beginning of rehab? If not, do you think you will be more likely to do so now that you have prepared this information?

D. Written Assignment: Refer, Pargman chapter 12 page 202 regarding the 6-session psychoeducational group.

Prepare a psychoeducational group session which will provide athletes with the following:
- Common emotional, physical, cognitive and behavioral responses to injury
- The typical stages of recovery
- The psychological effects of pain, and the psychological factors contributing to pain

Your group session should include:
- A mini-lecture
- An activity which provides for group interaction and engagement with the material covered in the mini-lecture.
- Questions for reflection

Practice this session with your ACI or an athlete (with your ACI’s permission) and include a paragraph summarizing your experience at the end of the session.

E. Quiz Study Guide

1) Phases of injury, including prehabilitation and discharge parameters
2) Psychological goals for each phase
3) Microtrauma vs. macrotrauma


A. Cognitive Competency addressed and associated goals:
   a. Describe the motivational techniques that the athletic trainer must use during injury rehabilitation and reconditioning.
   b. This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

B. Reading Assignment
   a. Mensch and Miller chapter 6 (p. 176-181)
   b. Webpage on SMART goals (given in the Assignment for this unit).

C. Discussion Question
To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.

Re-read pages 176-179, the section entitled “Motivation.” Peruse this website, based on the work of Dr. Carol Dweck, about how to change to a growth-oriented mindset:

[Website link]

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

The Question:

The text states that competency motivation and an internal local of causality are two mindsets that foster improved motivation, and subsequently improved results. Dr. Dweck’s work demonstrates that people can be taught to have a growth or mastery-oriented mindset. Give an example of an unmotivated injured athlete you have had in the past. Knowing what you know now, how could you help that athlete develop greater motivation for rehabilitation? What statements did they make that demonstrated a fixed mindset? How could you reframe those statements to help them develop a growth oriented mindset?

D. Written Assignment: Session 2 Setting goals and improving motivation Pargman Chapter 12 page 202-203

To Prepare:
The textbook says “Outcome goals are least effective for a variety of reasons. They distract athletes from task-relevant strategies and can cause worry, especially during competitive situations. Because outcomes are contingent on a concert of individual efforts, individuals have limited control over outcome situations (Mensch and Miller, p. 180).” However, it is often easiest to establish a partnership with patients around their self-identified outcome goals. What we must then do as clinicians is break this long term outcome goal into the smaller, performance or process oriented, steps that can be taken in the immediate future. Carefully study pages 180-181 in Mensch and Miller, including the various goal types and guidelines, and the following website regarding SMART goals:

[Website link]

Using either an example from a current case, past case, or a fictional case, prepare a rehabilitation plan that consists of a series of SMART short term goals (performance goals and process goals) that lead to the long term outcome goal identified by the patient (or fictional patient). The entire rehabilitation plan should be for at least a one month duration. You will set goals for three time periods: the first session, the end of the first week, and the end of the month. This can be in list form for ease of use.

E. Quiz Study Guide

4) Goal types, and the pros and cons of each

5) SMART acronym
UNIT 8: Stress Reduction and Athletic Injury Weeks 12 and 13 – 4/1 – 4/14

A. Cognitive Competency addressed and associated goals:
   a. Describe the basic principles of mental preparation, relaxation, visualization and desensitization techniques.
   b. Explain the stress-response model and the psychological and emotional responses to trauma and forced inactivity
   c. Describe the role of stress reduction in injury prevention.
   d. Relaxation techniques
   e. Visual imagery techniques
   f. This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

B. Reading Assignment
   a. Mensch and Miller (p. 181-90)
   b. Pargman Chapter 1 pages 3-11, Chapter 2, Chapter 3 and Chapter 8

C. Discussion Question
   To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of these competencies.

   General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

   Question: The NATA competencies contain a Risk Management and Injury Prevention domain. Did this week’s readings convince you that stress management could effectively decrease sport injuries? Why or why not? Please cite references for your rationale from the literature, either this week’s readings or other research you have done. This question does not call for personal opinion, but rather clinical and educated opinion based on research and clinical experience. Given what you have read in this week’s reading, why do you believe stress management/injury prevention programs are not more prevalent? How can you use this information to benefit your athletes as an ATC?

D. Written Assignment
   This assignment will also require that you review Sessions 3 and 4, imagery and relaxation Pargman Chapter 12 pages 203.
Review the relaxation techniques on pages 189-191 of Mensch and Miller. Choose the technique that most appeals to you, and practice it for 15 minutes (or complete phase 1 listed on page 191). Lead a volunteer through the same exercise for 15-20 minutes. Ask for feedback regarding what you did well and what you could improve upon. Answer the following questions in 1-5 sentences each:

1. What three things did you do well when you lead your volunteer?
2. What three things could you have improved upon?
3. Describe your willingness and comfort level in training an athlete in relaxation?
4. What are the benefits of relaxation techniques to the injured athlete?
5. What are the benefits of imagery to the injured athlete?
6. How comfortable would you be introducing an injured athlete to these techniques?
7. What circumstances might lead you to refer an injured athlete to a mental health professional for training in these techniques?

E. Quiz Study Guide
1) Imagery
2) Cognitive vs. Somatic Relaxation techniques
3) Desensitization
4) The interrelationships between stress, personality, and injury.
5) Stress reduction and injury prevention.

UNIT 9: Positive Coping Strategies Week 14 - 4/15- 4/21
A. Cognitive Competency addressed and associated goals:
   a. Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environmental interactions.
   b. This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

B. Reading Assignment
   a. Pargman Chapter 4

C. Discussion Question
   To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. This question will address pages 54-61 in great detail.
General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

The question:
Which positive coping strategies do you exhibit? Which negative coping strategies do you exhibit? Which negative coping strategies in your athletes tend to be the most challenging for you to deal with? How can you use your self-reflection and the information in this week’s reading to overcome these challenges? [Be sure to use terminology from this week’s reading in your response]

D. Written Assignment:

Many times people learn new coping strategies simply by learning about the pros and cons of various coping styles and having the opportunity for self reflection. Research has even shown that people can be taught to cope in new ways! Psychoeducation is of great benefit for such people. You may save yourself a great deal of time and frustration by providing this education during your rehabilitation. You may choose to educate your patients via many means: pamphlets, essays, casual conversation during other exercises, during 1:1 sessions, or during psychoeducational groups. This type of education may also obviate the need for psychological referral if effective.

For this assignment, review Session 4 Confidence and Positive Thinking page 203 in Pargman Chapter 12. This assignment will require that you draw heavily from pages 54-61 and pages 69-72.

You will create your own psychoeducational group session addressing coping styles, informing athletes of the various styles and the strength and weaknesses of each.

Your educational material should address:

- Neuroticism
- Explanatory styles
- Dispositional optimism
- Perfectionism
- Hardiness

Your group session should include:
- A mini-lecture
- An activity which provides for group interaction and engagement with the material covered in the mini-lecture.
- Questions for reflection
Practice this session with your ACI or an athlete (with your ACI’s permission) and include a paragraph summarizing your experience at the end of the session.

E. Quiz Study Guide

6) Pages 55-61 are heavily tested
7) Normal reactions to injury
8) Assessing personality traits

UNIT 10: Managing the Athlete’s Social Support Week 15 - 4/22 – 4/28

A. Cognitive Competency addressed and associated goals:

a. Explain the importance of providing health care information to patients, parents, guardians, and others regarding the psychological and emotional well-being of the patient.

b. This section also assists in the development of clinical proficiency #2, integrating motivational techniques into injury rehabilitation.

B. Reading Assignment

a. Pargman Chapter 14

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. Also review Session 6 Enhancing support and improving Communication on page 204 Pargman Chapter 12

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

The question:

Coach support can be critical in returning a player to sport. The textbook reviews the many benefits of coach support, and provides advice on how athletes and coaches can facilitate the process of implementing coach support. What suggestions can you make regarding the role of an ATC in facilitating coach support of an injured athlete? How can you support the athlete in following the recommendations of the text? Remember, they haven’t read the text and may not know the importance of or the need for coach support—how can you educate them? How can you educate the coaches regarding their role in supporting an athlete? [Hint: be creative—not everything you do must occur solely in the context of treating an injured athlete. Your interventions can be proactive and can take many forms]
D. Written Assignment:

- 2-3 pages
- 12-pt font, one inch margins
- Double spaced
- Citations/references included

For this assignment, review pages 85-89 in Mensch and Miller with close attention to the issue of confidentiality in the referral process. You will write a 2 page paper addressing the importance of providing health care information to patients, parents, guardians, and others regarding the psychological and emotional well-being of the patient. The following questions can be used to jump-start your thinking on this topic:

Under what circumstances is it appropriate for the ATC to share medical and psychological information regarding the athlete with parents, coaches and other people? How much information should be shared? Under what circumstances is it inappropriate for the ATC to share medical and psychological information regarding the athlete with parents, coaches and other people? What types of information should be kept private? How could you work with the athlete to determine their comfort level with such sharing?

E. Quiz Study Guide

- The categories of stressors and examples of each kind
- Cognitive distortions and the definitions of each
- The categories of support and examples of each kind.
- The role of coach support in each phase of injury.

Practical Exam – Week 15 – 4/29 – 5/3

Choose two different scenarios from those you chose in Unit 4. Complete one scenario for eating disorder and one for substance abuse. Have you ACI find a suitable model or have the ACI serve as the model. ACI fills out the Practical Evaluation Form for each scenario and scan copy is uploaded on BbLearn (Evaluation forms are available on BbLearn under “Practical Exam” tab on Content Page). The practical exam evaluation form must be submitted no later than May 3rd at 11:59PM.

NATA Competencies covered in this course

**Disordered Eating and Eating Disorders**

**PHP-46.** Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders.

**PHP-47.** Describe the method of appropriate management and referral for clients/patients
with disordered eating or eating disorders in a manner consistent with current practice guidelines.

**Psychological Strategies and Referral**

**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 (e.g., cognitive appraisal model, stress response model).

**PS-3.** Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (e.g., 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 (e.g., 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 (e.g., 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 (e.g., 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 (e.g., 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 (e.g., 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 (e.g., psychosis, neurosis; sub-clinical mood disturbances (e.g., depression, anxiety); and personal/social conflict (e.g., 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.
**PD-10.** Develop healthcare educational programming specific to the target audience (e.g., clients/patients, healthcare personnel, administrators, parents, general public).