

V. Course Objectives: (Student Learning Outcomes)

Upon completion of this course, students should be able to understand and demonstrate or articulate the following objectives.

1. Identify mental strategies to be used with injuries of the physically active.
2. Compare and contrast selected psychological factors associated with injury.
3. Demonstrate a thorough understanding of the interacting psychological and biological influences that occur with pain and injury.
4. Effectively utilize value decision-making guidelines for professionals who counsel physically active individuals who have sustained an injury.
5. Discuss the role of life stress, mood, anxiety, and personal coping skills in understanding and predicting injuries to the physically active.
6. Define and discuss the personological aspects of injury rehabilitation and identify how an ideal rehabilitative approach may vary according to personality dispositions.
7. Demonstrate knowledge in a variety of problem-solving techniques available for assisting the sports medicine professional when dealing with the physically active.
8. Analyze and objectively critique the different Models of Emotional Response to Injury.
9. Discuss findings from research conducted that examines the comparative effectiveness of various mental activities used by slow- and fast healing injured athletes.
10. Apply skills and knowledge about creative approaches for rehabilitation of injuries using modeling and mental imagery.
11. Elaborate upon the role of social support interventions in rehabilitation programs.
12. Identify the conditions that might contribute to high level performer's suicide attempt.
13. Effectively utilize the tools of research (i.e. library resources and information retrieval technologies) to familiarize yourself with the current research results in a specific area of injury management. (See Grading criteria).

VI. Content of the Course / Tentative Course Schedule

Session	Topic	Reading
1	Introduction to Course: Psychology of Athletic Injuries	Course Syllabus
2	Sport Injuries: An Overview of Psychological Perspectives 1. Stress and Injury Model 2. Accidents	Chapter 1

	3. Personality	
3	Pain in Sport: A biopsychological perspective 1. Processing components of nociception 2. Pain Assessment 3. Pain Management	Chapter 2
4	Ethical and Legal Issues for Sport Professionals Counseling Injured Athletes. 1. Decision-Making Guidelines 2. Ethical Standards 3. Conflicting Interests 4. Cultural Values and Ethical Counseling	Chapter 3 Selected readings from NATA Code of Ethics APA Code of Ethics AAASP Code of Ethics
5	Current Research Models of Grief and Cognitive Appraisal Psychological Model of Injury Response Practical Implications	Chapter 4 Selected readings from grief literature
6	Personality Correlates of Psychological Processes During Injury Rehabilitation Neuroticism Explanatory style Dispositional Optimism Hardiness	Chapter 7

7	<p>Counseling Strategies for Enhanced Recovery for Injured Athletes.</p> <ol style="list-style-type: none"> 1. Theoretical model of post-injury response 2. Social support and educational strategies for athletic trainers and coaches 3. Counseling strategies for psychological and medical practitioners 	<p>Chapter 9</p> <p>Selected readings from Ray & Weise-Bjornstal</p>
8	MID-TERM	
9	<p>Patient- Practitioner Perceptions</p> <p>Rehabilitation regimen</p> <p>Recovery Process</p> <p>Adherence to rehabilitation</p> <p>Referral for psychological services</p>	<p>Chapter 10</p> <p>Selected readings from Taylor and Taylor</p>
	Spring Recess: No Class	
10	<p>Social support and Injury</p> <p>A framework for social support-based interventions</p> <p>The stress of injury</p> <p>The role of social support when dealing with stress</p> <p>The dimensions of social support</p> <p>Providing provisions for social support</p>	Chapter 11
11	<p>Mental paths to Enhanced Recovery from a Sport Injury</p> <ol style="list-style-type: none"> 1. Psychological considerations in recovery 2. Mental paths to recovery from injury 3. Basic components involved in self-directed healing 4. Imagery application during rehabilitation 	<p>Chapter 12</p> <p>Selected reading from sport psychology literature</p>

12	<p>Modeling in Injury Rehabilitation Psychological reactions to athletic injury What is Modeling? Modeling in the medical context</p> <p>Using Imagery in Injury Rehabilitation Perspectives on Mind-Body Integration Creating the Mind-Set for recovery Developing “possible selves”</p>	Chapter 13/Chapter 14
13	Project Presentations	
14	<p>Suicide in Sport: Who is at risk? Age and developmental consideration Dietary factors Personal loss Understanding vital signs/prevention</p> <p>PROJECT PRESENTATIONS</p>	<p>Chapter 17</p> <p>Selected readings from sport psychology literature</p>
15	<p>Case Study Analysis in the Study of Athletic Injury Athlete Case Descriptions from Data Management and Analysis Problem-solving with Case Studies</p> <p>PROJECT PRESENTATIONS</p>	<p>Chapter 18,19, 29</p> <p>Selected readings NATA : Psychology of sport injury</p>
15	Final Exam in this Course: Monday, May 12, 8-10 pm	

VII. Educational Opportunities

- A. Lectures
- B. Videos that illustrate principles covered in lecture
- C. Demonstration of psychological skills techniques by the instructor
- D. Development of written strategies for Rehabilitation Program
- E. Text and supplemental readings

VIII. Grading and Evaluation

Grades will be determined from the following class requirements:

A. Percent Distribution

Assignment	Session (Date)	Points
1. Mid-term Exam	Session 8 (March 10)	100 points
2. Final Exam	Session 15 (May 12)	100 points
3. Case Study	Session 14 (May 7)	50 points
4. Project	(TBA)	50 points
5. Response / Participation	Weekly: 130/70	200 points

B. Grading Scale

90-100% of total points	= A	450-500	total points = A
80-89% of total points	= B	400-449	total points = B
70-79% of total points	= C	350-399	total points = C
60-69% of total points	= D	300-349	total points = D
0-59% of total points	= F	0-299	total points = F

C. Grading Criteria and Policies:

Attendance and Response Papers

In order to encourage students to attend class regularly and benefit from the class sessions, 20% of your grade is assigned for class attendance and participation. You will be awarded 5pts. for each class (14) you attend (70 pts.). Also, for class session, students will be asked to hand in a "response paper" for the assigned reading for that day's class. Response papers are worth 10 points each (13 @10 = 130pts). Response Papers will be scored according to appropriateness and level of content, spelling, and grammar. To prepare your response paper you should take a sheet of paper and while thinking about the reading, type a one page **RESPONSE** to the following questions:

- What did I learn, either specifically or generally, that I didn't know.
- What did I find interesting, surprising, or perplexing (confusing) that gave me a new perspective?
- What is the new perspective?

Written Examinations

No make up exams will be allowed unless previous arrangements have been made with the instructor.

IX. Projects and Case Studies

- Project sheets explaining what is required for each project or case study will be made available for purchase at the Kennel bookstore.
- All projects are due at the beginning of the class period stated. Projects will lose **10%** of their value for each day that they are late.

OR

Presentations

Students may elect to perform a class facilitation instead of a project. The facilitation should be on a given topic listed in the course content. Presentations will be graded according to the grade sheet handed out in class, and will be subject to peer evaluation from all students in the class.

X. Textbooks and recommended reading:

A. Required Text:

Pargman, D. (1999). *Psychological bases of sport injuries (2nd ed)*. Morgantown, WV: Fitness Information Technology.

B. Supplemental References:

Dykstra, G. (1998). *Psychology of sport injury*. NATA Professional Achievement Self-Study Program. Champaign, IL: Human Kinetics.

Heil, J. (1993). *Psychology of sport injury*. Champaign, IL: Human Kinetics.

Hirshberg, C., & Barasch, M. (1995). *Remarkable recovery: What extraordinary healings tell us about getting well and staying well*. New York, NY: Riverhead Books.

Murphy, S. (1995). *Sport psychology interventions*. Champaign, IL: Human Kinetics.

Ray, R., & Wiese-Bjornstal, D. (1999). *Counseling in sports medicine*. Champaign, IL: Human Kinetics.

Taylor, J., & Taylor, S. (1997). *Psychological approaches to sports injury rehabilitation*. Gaithersburg, MD: Aspen Publishers.

Weinberg, R., & Gould, D. (1995). *Foundations of sport and exercise psychology*. Champaign, IL: Human Kinetics.

XI. Justification: No graduate course focusing specifically on sport and injury exists at California State University, Fresno. The proposed course will become an integral part of the curriculum for students enrolled in the Master's of Science degree in Kinesiology. For example, the course will become a required course in the Sport Psychology Option, and it will also become a recognized elective in the Exercise Science Option.

POLICIES

Attendance: Students are expected to attend class and should contact the instructor regarding any absences, especially when there are extended absences due to illness, death in the immediate family, or other situations. In an emergency, students may contact the Dean of Students. Any missed exams, and/or assignments remain the responsibility of the student. (See “Student Affairs” section of the California State University, Fresno General Catalog.) If you are absent from class, it is your responsibility to check on announcements made while you were away. If a student misses a class and still has questions about lecture material after debriefing with their study buddy, it is the student’s responsibility to visit the professor during posted office hours.

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.”

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

Make-up Policy: Arrangements must be made PRIOR to the evaluation if for any reason you are unable to be present at the scheduled time. If you miss an evaluation due to an unexpected medical illness or emergency, you must leave a message on the professor’s answering machine before the scheduled evaluation time, and then provide (medical) documentation at or before the

next class. All papers are to be handed in the day they are due. Response papers will not be accepted after the due date.

Students with Disabilities: If you have special needs related to an unidentified disability, you must first register with the Office of Services to Students with Disabilities in the Madden Library, room 1049, 278-2811 before the instructor of this course can accommodate those special needs. No accommodations will be made until the instructor has received official notification from the Office of Services with Disabilities. (see “ Services for Students with Disabilities” section of the California State University, Fresno General Catalog).