

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Metis Nation of Ontario.

School of Kinesiology and Health Science, Faculty of Health, York University

PSYCHOLOGY OF SPORT INJURY AND REHABILITATION

Course: HH/AS/SC 4740 3.0

Course Webpage:

Professor Webpage: <https://health.yorku.ca/health-profiles/index.php?dept=&mid=1849>

Term: Fall, 2023

Prerequisite / Co-requisite: HH/AS/SC KINE 2000 Psychology of Physical Activity **or** other psychology course

Course Instructors:

Professor Frances Flint, PhD, CAT(Emerita), ATC (Ret)
Stong 327

email via eclass only please – will respond via eclass

Course consultation hours: immediately **after** class **or** by appointment

Professor Julie Earl MacDonald, MA, RKin, CAT(C), RMT

email via eclass only please – will respond via eclass or by appointment

Time and Location – TBA Calumet College

Lectures T 11:30-12:50
 R 11:30-12:50

TAKE CARE OF YOURSELF

Various iterations of the COVID virus are still circulating. There is **still** considerable stress, anxiety, fear and uncertainty as a result of the COVID-19 pandemic. Please be kind and gentle with yourself and others during this difficult time. There are a number of online, free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be helpful.

[Good2Talk](#)

[Student Counselling, Health and Well-being](#)

[Well-being at York](#)

[Virtual Health Clinic](#)

[York University Psychology Clinic](#)

[York International](#)

[Calumet College and Stong College Student Success Programs](#)

[Calumet College and Stong College Online Student Support](#)

There are also centres for service in your home region. Please seek help for yourself or others if you notice that stress management is a concern.

As you see, the desks are very close together. Obviously, you are free to use an appropriate face mask during class.

Expanded Course Description:

This course deals with the psychosocial aspects of sport injury and recovery from sport injury. Through this course, the students gain an understanding of the psychological and sociological aspects of sport injury, the impact of pain, and the psychological implications of long term rehabilitation. Communication between injured athletes and health care providers is discussed. Students will learn to recognize external and internal stressors that might exert pressure on athletes to compete when they should not and return to competition too soon. Students also learn to assess psychosocial aspects of sport injury, determine an appropriate course of action to assist in recovery, and how to assist the athlete in managing stress. Case histories are utilized to provide examples of psychosocial interactions with injured athletes. Psychological interventions are discussed within case histories with a return to an active (sport) lifestyle as the goal of the interventions.

Additionally, a focus is placed on the development of psychological strategies to manage stress for the health care provider. Psychological first aid and critical incident stress management are discussed.

Organization of the Course:

The course involves formal lectures by the professor, invited guests and weekly interaction through eclass. The lectures and eclass will be supplemented by films and videos. **The required readings are central to the course.** The lectures and eclass interaction will serve to enrich, clarify, and illustrate crucial issues from the assigned readings

Topics covered: This is an active learning course with applied assignments. Attendance at class is very important.

Overview: Psychosocial aspects of sport injury; field psychological aspects of injury; clinical psychological aspects of sport injury; psychological first aid

Pre-Injury Psychosocial Factors:

- a) Overview of sport psychology as related to sport Injury and rehabilitation
- b) Communication and listening skills for health care providers
- c) Psychosocial antecedents to sport injury and the sport environment

Injury Onset:

- a) Models relating to psychological reactions to sport injury
- b) Differences between concussion and musculoskeletal injury reporting

- c) Multidimensional approach to pain
- d) Psychosocial aspects of pain, pain measurement and pain mediation
- e) Psychological implications of long term rehabilitation for athletes

Injury Rehabilitation:

- a) An integrated approach to sport injury recovery including: physiological, psychological and sport aspects of recovery
- b) Patient-therapist interactions
- c) Psychological interventions in sport injury recovery (an overview only)
 - visualizations for injury, recovery and return to play
 - positive self talk
 - rational emotive therapy
 - goal setting
 - modelling in sport injury recovery
 - mindfulness and meditation

Return to Play or Retirement:

- a) Re-entry into sport considerations for athletes – decision making
- b) Coach implications in return to play preparation and decisions
- c) End of career and retirement considerations
- d) Suicide in sport
- e) Critical Incident Stress Management and Psychological First Aid for Health Care Providers.

Course Learning Objectives:

(1) Statement of the purpose:

The purpose of this course is to assist students in developing a critical overview of the psychological, social, sport-related, and biophysical impacts of major injury on sport participants. Students will be able to compare and contrast individual psychological characteristics of injury reaction and identify fundamental principles/challenges of recovery from sport injury. Students will be able to describe and apply psychological strategies and skills to support injury recovery. Students will be exposed to potential sport related mental stressors that may jeopardize health care providers and critical incident stress management strategies for personal health care.

(2) List of specific learning objectives of the course

- students will learn to identify signs and symptoms of mood states which may predispose athletes to injury
- students will come to recognize the psychological and social influences that occur in sport as related to injury
- students will be exposed to the typical communication that occurs between health care providers and athletes
- students will learn to recognize various psychological reactions to sport injury
- students will come to understand the influence of pain on psychological reactions to injury, rehabilitation and recovery
- students will learn about various psychological interventions that may assist in sport injury recovery

- students will come to recognize the psychosocial differences between concussion and musculoskeletal injuries
- students will be exposed to suicide in sport as it relates to sport injury and forced retirement from sport or performance
- students will be exposed to critical incidents (i.e., sport related death, brain or spinal cord injury) which have the potential to cause psychological stress for health care providers.
- students will be exposed to critical incident stress management (CISM) and Psychological First Aid ((CRC) for health care providers

Competencies: For Athletic Therapy students, as required by the Canadian Athletic Therapists' Association.

Course Text / Readings:

Required: Flint, F. A., (1998). *Psychology of Sport Injury*. Champaign, IL: Human Kinetics. **(Not for purchase – available on eclass)**

Suggested Readings:

Pargman, D. (**any** edition). *Psychological Bases of Sport Injury*
Morgantown, WV: Fitness Information. **E-book is available**

Additional readings and videos will be assigned during the course. The readings are taken from journal articles. It is essential that students keep up with weekly journal readings. Readings will be identified through eclass. **These readings are critical to the understanding of the course content. The quizzes are based on these readings.**

Course Organization:

For 2023, KINE 4740 lectures will take place in-person and on campus unless otherwise indicated by professors. There is substantial evidence to support that physically attending lectures improves course performance.

Please review this syllabus carefully and the course's eclass page regularly to ensure you have the latest information about the course. Students are responsible for being actively involved in the course. "I did not know because I was not online" or "because I did not check eclass" are not excuses that will be accepted under any circumstances for the course.

Lecture Slides and Recordings:

Lecture presentation slides are typically posted before a lecture. Unfortunately, we are not located in a classroom that has video recording equipment, thus lectures are **not** recorded. Lecture slides and audio recordings are designed to supplement, not replace lecture attendance.

Evaluation: Complete information on all aspects of the evaluation for the course will be provided in the eclass section and on the first day of class. This is an overview of the information:

1. Various brief, weekly **quizzes** based on between 1 and 3 journal articles assigned each week one week ahead of the weekly quiz. 25%

2. **Mind map** related to an aspect of sport injury and rehabilitation psychology. A biopsychosocial approach to the assignment must be taken. References are **not** required. 15%
3. **Field of Play Aspect - Return to Sport Decision making: a double spaced statement of not less than 2 pages and not more than 3 pages** (double spaced), regarding the on-field decision making in sport situations (during play). Who should make the decision that an athlete can return to play after an injury? Support for your position taken must be provided. A case history **different** from previous years will be provided for your decision. **A minimum of three references not provided in the course, are required.** 20%
4. **Clinical Aspect – Compare and contrast** two journal articles on one aspect of the psychosocial implications of sport injury specifically related to psychological reactions to sport injury; psychological interventions on rehabilitation; **or** psychological implications of a return to play or retirement. This will involve **a double spaced statement of not less than 2 pages and not more than 3 pages** (double spaced), A resource of journal articles will be provided, however a **minimum of two references not provided in the course, are required.** 20%
5. **Late Term Test:** Course material to date 20%
6. **Psychological Self-Care:** Attendance at the Canadian Red Cross Psychological First Aid and CISM presentation provides an 'extra' 1%. 1%

Grades: Please note that grades are always rounded up to the next full number where appropriate (i.e., 74.5 becomes 75; 74.4 does not become 75). **Grades will not be increased for any other reason.**

Lectures, Grading, Assignment Submission, Lateness Penalties and Missed Tests:

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf) Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Health section of the Undergraduate Calendar:

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in via eclass

and Turnitin where appropriate and on the assigned dates. For an alternative to Turnitin, please see the professor.

Lateness Penalty: Assignments received later than the due date will be penalized 5% per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a physician's letter). Please discuss this with the professor **prior** to the date of the assignment submission.

Missed Tests: There is a late term quiz included in this course. There are weekly, brief quizzes that are available through eclass, however these quizzes are **not available** after the assigned time on eclass. **If missed, the brief weekly quizzes are not available for make up.**

IMPORTANT COURSE INFORMATION FOR STUDENTS

The KINE 4740 faculty are deeply committed to diversity, inclusivity, and equity for all. Throughout the year, we will engage in discussion and dialogue with one another about complex issues in efforts to expand our understandings of our social world. Our conversations with one another may not always be comfortable, and we may need courage, patience, forgiveness, and generosity as we engage with the texts, with our own ideas and assumptions, and with one another. Collectively, we must protect our educational space for respectful but critical interrogation of ideas, and we must protect our diversity of thought and experience as a source of knowledge and strength. Our values in KINE 4740 directly align with the University's commitment to education without discrimination based on race, national or ethnic origin, colour, religion, sex, gender, age or mental or physical disability. For additional information, please visit the *Centre for Human Rights, Equity and Inclusion* at: <https://rights.info.yorku.ca/>

KINE 4740 ADOPTS A ZERO-TOLERANCE POLICY WITH REGARD TO BREACH OF ACADEMIC HONESTY. In efforts to help maintain academic integrity to the fullest extent possible, please familiarize yourself with the University's [Senate Policy on Academic Honesty](#). Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches can be punishable according to information that can be found on the Faculty of Health's [Academic Integrity Tutorial](#). As already [communicated](#) to students, according to York's [Senate Policy on Academic Honesty](#), using text-, image-, code- or video-generating AI-tools to complete academic work without your instructor's **knowledge** or **permission**, is considered to be a breach of academic honesty. More specifically, using text-generating tools (such as ChatGPT) would be considered to be cheating (Senate Policy, section 2.1.1) and using image-generating tools (such as DALL-E) would be considered to be plagiarism (Senate Policy, section 2.1.3). For more information on AI and academic integrity, please go [here](#).

Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric areas should be discussed with the appropriate learning centre on campus.

Religious Observance Accommodation – Please see the university website on religious accommodations.