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03/xx/10

Class: Psychosocial issues in health care

Undergraduate Athletic Training: professional phase

Time allotted: 50 minutes

### Rationale and Background

Role playing will be used as a tool in this lesson to allow students to explore various sides and viewpoints in a difficult, unusual, or unfamiliar situation. By playing a role and observing others play the same role, students will be able to compare their view with others and become more aware of their own personal opinions. Switching places within the role playing situation also allows students to experience the other side of the situation and gain appreciation for different perspectives.

Access to the oral history interviews provided by Wabash Valley Vision and Voices supply the introduction to the lesson, hopefully allowing the students to make a personal, emotional connection to the topic. Students will create projects to educate others about special needs athletes with whom they may work using wikispaces.

### Lesson Objectives

- 1) To familiarize athletic training students with situations they may experience while working with a special needs population.
- 2) To provide different perspectives for students to evaluate and consider in forming their own opinion.
- 3) To review the NATA code of ethics and solidify personal opinions and morals.

### Performance Indicators

- 1) Students will be able to understand and apply principles found in the NATA code of ethics to various scenarios.
- 2) Students will begin to feel more comfortable operating in difficult situations regarding athletes in special needs population.

### Resources/Background Reading

[www.nata.org/codeofethics/code\\_of\\_ethics.pdf](http://www.nata.org/codeofethics/code_of_ethics.pdf)

[www.specialolympicas.org](http://www.specialolympicas.org)

[www.soindiana.org](http://www.soindiana.org)

[visions.indstate.edu](http://visions.indstate.edu)

### Concepts

NATA code of ethics

What a special needs athlete is

Struggles that may arise while working with special needs athlete

## Procedures

### Introduction/Motivation

- Watch oral history with various special olympians from WV3 project.
- Discussion: What are your first impressions of these individuals? Are they athletes/Can they be athletes? What kind of care would you provide for them?

### Lesson Body

- Review NATA Code of Ethics (reading assignment).
  - Any questions?
  - How does this apply to athletes with special needs?
  - What would you struggle with? (guide toward role play problems: too conservative, ignoring, stress, etc.)
- Role Play
  - Address one of the problems/struggles.
  - Explain role playing.
  - Provide role playing scenario.
  - Select players. Describe what they will play out.
  - Restate roles.
  - Define tasks of the observing students.
  - Role play.
  - Review what happened (summary).
  - Discuss how the struggle/problem was handled.
  - Discuss how the situation could be handled differently.
  - Replay.
  - Discuss how the changes in behavior worked and what other changes need to be made.
  - Relate to real experience. Tell personal story (super steeler stuff ultrasound gel). Ask for others.

### Closure

- Summarize general principles of ethics applied in these scenarios.
- Discuss how you will use this in your clinical practice.
- Brainstorm other issues student believe may develop while working with a special needs population.
  - Introduce wikispaces project assigned to group of students to address each issue brainstormed. Wikispaces should include everything we covered in class today (discussion of struggle/issue, special attention to NATA code of ethics and how it applies to the situation, a video of the group role playing the scenario/struggle you created, a section asking other students for advice/opinions on the struggle and how it was handled)

## Evaluation

- Students will be evaluated based on their participation in class discussion and activities.

- Students will be evaluated on their comprehension and application of principles found in the NATA code of ethics based on their classroom responses and suggestions and on their short answer questions on a formal, written exam.

Citation Information

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