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Psychosocial Issues in Athletic Healthcare

Undergraduate Athletic Training: professional phase

50 minutes

### Rationale and Background

This lesson will use the nondirective model of teaching. With this model, the teacher will serve as only a facilitator as the students define, explore, and solve the problems. The students enter this lesson with background knowledge in the stages of grief, empathy, and professionalism based on the NATA Code of Ethics. This lesson will allow students to apply the knowledge they've attained to real-life scenarios discussed in the classroom as well as in their clinical education via online discussion boards. This technology will allow students to post/journal their experiences in their current clinical education dealing with athletes' psychological responses to injury. The desks in the classroom will be circled to help facilitate class discussion. Both students who are comfortable in class discussion and those who are not will benefit from this lesson via discussion both in class and on the web.

### Lesson Objectives

- 1) The learners will review the stages of grief as they are brought into the class discussion.
- 2) The learners will discover and empathize with the difficulty in dealing with suffering from major injury.
- 3) The learners will discover the various reactions an athlete may have to various degrees of injury and how to find the best means to communicate and empathize with the athletes.

### List of Resources

- 1) Lawrence Armstrong book
- 2) Joe Theismann video  
[http://www.vidiLife.com/video\\_play\\_166297\\_Joe\\_Theismann\\_breaks\\_his\\_leg.htm](http://www.vidiLife.com/video_play_166297_Joe_Theismann_breaks_his_leg.htm)
- 3) WV3 athlete Wally  
[http://visions.indstate.edu/cdm4/item\\_viewer.php?CISOROOT=/vchs&CISOPTR=550&CISOBX=1&REC=1](http://visions.indstate.edu/cdm4/item_viewer.php?CISOROOT=/vchs&CISOPTR=550&CISOBX=1&REC=1)
- 4) Recently redshirted athlete scenario
- 5) Blogger.com

### Background Reading

- 1) counseling in sports book

### Concepts

- 1) stages of grief
- 2) empathy

## Procedures

### Introduction and Motivation

- Show video of Joe Theismann's tibia-fibula fracture > Facilitate class discussion > Possible questions/statements: First thing that comes to your mind? How does that make you feel? How do you think the athlete feels? How would you react if you were the athlete? So that's the first stage of grief... Are there any other feelings? What feeling comes next? Does each athlete have the same reaction? Etc.

### Lesson Body

- Continue working through scenarios dealing with various degrees of injury and time loss and situation: Lawrence Armstrong, WV3 athlete Wally, recently redshirted athlete case study.
- Facilitate discussion on each scenario by the following sequence:
  - Define the helping situation: encourage free expression of feelings. [How does that make you feel as a clinician and as an athlete?]
  - Explore the problem: encourage student to define the problem; accept and clarify feelings. [What's the issue? What do you need to address as a clinician?]
  - Develop insight: allow students to discuss the problem; support the students. [Are there any other issues you should be aware of? Affirm discussion, support comments and ideas.]
  - Planning and decision making: students plan initial decisions; clarify possible decisions. [How will you handle this? Clarify suggestions.]
  - Integration: students gain further insight and develop more positive actions; support decisions. [What's the best way to handle this?]

### Closure

- Introduce epals.com website and assignment and encourage action!
- Assignment: join epals.com, journal experience with athletes during clinical education and counseling them and their reaction to injury. Discuss their stage of grief and how you have/how you plan to deal with their situation? Notify class via email when you make a post, everyone must respond with suggestions or support. Consider peer reviews and implement any changes in your counseling you find valuable, then create a follow-up post with a self-assessment.

## Evaluation

- 1) Students will be evaluated on their completion of the discussion board project. A rubric will be provided regarding what should be included in each post and comment.

- 2) Students will self-assess to evaluate their performance and professional growth.

Citation Information

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