

UNIVERSITY OF WISCONSIN – STEVENS POINT – MASTER OF SCIENCE - ATHLETIC TRAINING
SCHOOL OF HEALTH CARE PROFESSIONS

Course Title: Psychosocial Aspects of Caring for the Active Population	Term: Spring	Credits: 2
Instructor:		
Phone: Email:		
Time and Place:	Office hours: TBD; Available by appointment	

Required Textbook(s): None

Recommended Readings:

Course Description: Recognition and management strategies of mental health conditions and personal motivation. Focus on the development and application of interpersonal communication strategies, motivational techniques, and referral strategies commonly used for psychosocial interventions in athletic training.

Pre-requisites: AT 700

Enduring Understanding:

Athletic Training Students will understand that...

- The importance of educating patients, parents/guardians, and others regarding the psychosocial factors that influence healthcare and optimize patient outcomes.
- Effective interpersonal and cross-cultural communication is a vital component of athletic training as it relates to interactions with patients and others involved in the healthcare of patients of all ages and cultural backgrounds.

Essential Questions:

- How does an athletic trainer utilize psychological techniques to motivate a patient to maximize patient-centered outcomes?
- What is the role of effective interpersonal and cross-cultural communication on patient satisfaction in athletic training?
- How do the various mental healthcare providers work with athletic trainers to ensure patients' mental health needs are being adequately met?

Knowledge (Know):

Athletic training students will be able to/can...

- Understand pain perception, pain assessment, and comprehend how pain control theories function psychologically and describe the psychological factors that affect persistent pain sensation and identify multidisciplinary approaches for assisting patients with pain.
- Describe the role of various mental healthcare providers that may comprise a mental health referral network and be able to refer clients/patients in need of mental healthcare.
- Explore and analyze their personal perceptions and delivery of verbal and non-verbal communication and appreciate and practice self-awareness of personal communication.
- Critically analyze case studies and develop their interpersonal communication skills related to their profession

Skills (Able to do):

Students will be able to/can...

- Identify and describe the basic signs and symptoms of mental health disorders, sub-clinical mood disturbances and personal/social conflict that may indicate the need for referral to a mental healthcare professional.
- 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 be able to formulate a referral for an individual with a suspected mental health or substance abuse problem.
- Educate patients of all ages and cultural backgrounds to effect behavioral change.
- Comprehend 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.

Dispositions (Value/appreciate):

Students will be able to/can...

- Recognize the emotional needs of individuals often times outweigh the need for technical care or instruction.
- Appreciate the importance of effective interpersonal communication skills in relationship building and desired outcomes.
- Value the importance the potential need for a psychological intervention and a referral plan for all parties affected by a catastrophic event.

COURSE POLICY and OTHER CONSIDERATIONS**Attendance and Participation**

Attending class meetings is a requirement and professional expectation of the course/program. If you must miss class, please call the instructor before the missed class. Email or text is not acceptable – leave a voicemail if you do not get in touch with the instructor. The absence will be considered unexcused absence if contact is made via email or text. One excused absence is allowed with no loss of points, but for each absence after that the student will have the following consequences:

- A student's grade will be dropped a by 10 points for every unexcused absence after the one freebie.
- Tardiness is considered an unexcused absence.
- Students are solely responsible for obtaining any course material missed due to absence.
- If you are taking this course as a hybrid offering since you are off-site for part of the semester for clinical education, you are responsible for staying in touch with the instructor and up-to-date with the course materials and assignments. Please refer to the Student Handbook for more information on the specific requirements for *Student Responsibilities in Hybrid/Online Coursework*.
- At all times, you are to silence your cell phone and have it out of view. Using your phone during class is a direct violation of professional behavior and not accepted during this course.
- There will be times when you will be asked to use your personal device (phone, tablet, computer) to access the Internet for learning resources. During this time, it is expected you stay focused within the learning exercise and refrain from being involved with email, messaging or social media. Again, this type of behavior is a direct violation of professional behavior.

Communication:

One of the key components to your success in the AT program is communication. Communicate with your instructor. Communicate with your classmates. Ask questions. Get the information you need. You are here as a student, as a learner. Be that person! Ask for help. The only way anyone will know if you need help is when your learning assessments come back with a poor grade. At that point, you are behind. Stay ahead and keep up! Communicate (meaning TALK) with your instructor. Set up a time to meet and talk through it. Every AT faculty and staff will be willing to help – that is what we are here for.

Course Requirements:

This course will include coursework and learning assessments specific to the CAATE Educational Competencies and the BOC Role Delineation Study to ensure we are working toward helping you become a competent athletic training professional. The specific competencies associated with the course and the assigned coursework and learning assessments will be fully communicated to you on the course schedule at the start of the course. The competencies associated with the course will also be provided in the AT Student Handbook under the curricular information.

ADDITIONAL INFORMATION**Open Learning Environment and Professional Behavior:**

In all AT courses, you will be expected to act professionally and ethically. The NATA Code of Ethics is a great reference to how you should model professional behavior – and it will start in the classroom and clinical education setting. As we talk about sensitive topics, you will have an open mind and actively listen. Our goal is to treat each individual in class fairly

and listen to their opinion and thoughts. It doesn't mean you always have to agree – but you need to be willing to try to understand. **All** students in the AT program, **WILL respect** individuality and diversity in the learning environment. In many classes, you will be performing evaluation and touching each other as you will be doing in the AT profession. At all times, just like you would in the clinical setting, you will act professionally and properly communicate with your partner about what you will be doing. If at any time you feel uncomfortable with a certain skill or behavior, please talk to the instructor immediately.

Academic Honesty:

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

- Plagiarism** - presenting someone else's words, ideas, or data as your own work.
- Fabrication** - using invented information or the falsifying research or other findings.
- Cheating** - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered.

Academic Misconduct: This includes academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Academic dishonesty is NOT ACCEPTABLE. UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf for more information.

UWSP Policies

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current UWSP Course Catalog or Student Handbook.

ADA Statement

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services for assistance with accommodations. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UW-Stevens Point, Stevens Point, WI 54481.

Grading scale: The grades for your performance in this course will be awarded as follows:

A: 94-100%	B: 83-86%	C: 73-76%	D: 60-64%
A-: 90-93%	B-: 80-82%	C-: 70-72%	F: 59% or below
B+: 87-89%	C+: 77-79%	D+: 65-69%	

