

GRADUATE COUNCIL: NEW COURSE/PROGRAM PROPOSAL

Originating Unit: Kinesiology

Type of action: New course New program Fully online course/program**

Semester and year course/program will take effect: Fall 2021

New course or program title: Psychology of Injury In Physical Activity

Appropriate computer abbreviation (30 spaces or less): Psych of Injury in Phys Act

Course instructional methodology: Lecture

course component types: [gradcouncil.tcu.edu/forms/Course Component Types.pdf](http://gradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

Programs Only

Proposed code (list 2): _____ or _____
(ex:EDCE-PHD)

Proposed CIP Code:

*for reference please visit: nces.ed.gov/ipeds/cipcode/resources.aspx?y=56

New course number: KINE 51423

Prerequisites for new course:

Senior or graduate standing or permission of instructor.

Description of new course or program (catalog copy):

This course will provide an overview of the psychosocial factors related to the prevention of and recovery from injuries in physical activities, including the theoretical foundations and psychological intervention strategies related to injury.

Fully Online Courses/Programs**

All online programs, courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography. For a new program attach a statement of the mission and objectives of the new program):

Being a new faculty hire, I am introducing a topic that is in my area of expertise. It has been estimated that there are 8.6 million sports- and recreation-related injuries annually. Physical factors are the primary causes of injury, but psychological factors can also contribute. Additionally, psychological factors play a vital role in the recovery from injuries in physical activity. This course will assist students pursuing careers in health care (i.e. PT, OT, PA), sport and exercise psychology, and biomechanics. We have made some course changes to accommodate my ability to teach this course. These changes will not overload me since the course will be offered on a rotating schedule.

Describe the intended outcomes of the course or program and how they will be assessed.

Upon completion of this course, students will be able to:

1. explain key demographics and theories of physical activity injury,
2. develop appropriate psychological intervention strategies for injury recovery,
3. critically review and incorporate research studies on psychology of injury in physical activity, and
4. understand the importance of analyzing physical activity injury from multiple perspectives.

Additional resources required:

Faculty: None

Space: None

Equipment: None

Library: None

Financial Aid: None

Other:

Change in teaching load: No

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit Name: Dr. Meena Shah

Unit: Kinesiology

Signature: *Meena Shah*

Texas Christian University
Psychology of Injury in Physical Activity
KINE 51423

Professor: Robyn Trocchio, Ph.D., CMPC
Office: RIC 172F
Phone: (817) 257-5623
Email: r.trocchio@tcu.edu
Response Time: The best way to contact me is via email. Emails will be responded to within 48 hours Monday – Friday.

Office Hours: Monday and Wednesday: 9:00am – 10:00am; By appointment

Final Exam Date & Other Important Dates

Final Exam Information: The final exam is cumulative and will take place during the final exam period.

Rescheduling of Finals Policy: *Rescheduling a final must be made one week prior to the last day of classes. Rescheduling of final examinations is permitted 1) for meeting the 24-hour rule or 2) for graduating seniors whose faculty members must submit final grades by Wednesday 5pm of finals week. Unless the student is graduating, the exam must be taken during final examination week.*

Course: This course will provide an overview of the psychosocial factors related to the prevention of and recovery from injuries in physical activities, including the theoretical foundations and psychological intervention strategies related to injury.

Course Objectives: Upon completion of this course, students will be able to:

1. explain key demographics and theories of physical activity injury,
2. develop appropriate psychological intervention strategies for injury recovery,
3. critically review and incorporate research studies on psychology of injury in physical activity, and
4. understand the importance of analyzing physical activity injury from multiple perspectives.

Required

Text: Ivarsson, A. & Johnson, U. (2020). *Psychological Bases of Sport Injuries* (4th ed.). Morgantown, WV: Fitness Information Technology.

Recommended

Text: American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th edition). Washington, DC: American Psychological Association.

Teaching

Philosophy: My teaching philosophy is based upon the belief that learning is socially constructed. My goal is to help students take responsibility for becoming lifelong learners. In this process, students need opportunities to collaborate with each other, as well as learn from the instructor. They need to be able to practice the skills and knowledge they have gained in a safe environment, and to share with each other. If a student enrolls in a course strictly to fulfill requirements, they are often unable to understand the relevance of the course to their career goals or life in general. In order to actively engage students, the information must be relevant to their lives. Rather than collecting a variety of facts or content, learners need skills in critical thinking, analysis and problem solving. Therefore, I believe it is necessary to provide a wide range of opportunities for students to think critically within the context of their university course. These activities may include meaningful discussions and case study analyses.

Method of

Instruction: This course will consist of several types of learning experiences including didactic lecture presentations, written activities, cooperative learning activities, and other active learning processes. It is estimated that for each hour of class you will spend approximately 3 hours of outside class time. This is an estimate. Due to outside assignments and readings, students may need to spend more time than this to meet the course requirements.

List of

Critical

Dates: [See academic calendar.](#)

Course Format

Class Requirements:

Grades will be based on the successful completion/submission of the following:

Exams (4)	= 400 points
Final Exam/Final Paper (Grad Students)	= 100 points
Final Group Project	= 150 points
Assignments	= 100 points
Article Critiques (Grad Students Only)	= 50 points
TOTAL	= 750 points
TOTAL (Grad Students)	= 800 points

Assignments:

You will be expected to complete a variety of written assignments both in-class and out of class. Each assignment will be discussed in more detail during class. In-class assignments will be submitted during class. All out of class assignments will be submitted through TCU online and must be submitted by 11:59pm on the due date. Anything submitted later than 11:59pm will be considered late and you will receive a 20% deduction (see policies section). The assignments will range in points but will total 100 points for all assignments.

Graduate Students: One of your assignments is complete two different article critiques. You will read, summarize and critique an article from an academic journal about a particular issue in psychology of injury in physical activity. You are to read the article carefully. It may take several readings to fully understand it. First, you are to briefly summarize the article. Then, you are to critique the study, how the study was conducted (see methods section), discuss the findings (results) of the study, indicate any limitations of the study, highlight the implications and conclusions, and provide information on possible future research directions (i.e. if you were conducting research in this area, what would be the next study you would conduct based on the outcomes). Remember that you are providing a critique of the study. You are to provide your opinion of the relevance/importance of the paper to the field with a rationale for your interpretation and how it can be applied to professionals within kinesiology. Do not spend as much time summarizing as you do critiquing the article. In your critique, do not just focus on the negative aspects of the study; rather, try to present a balanced view of the study's strengths and limitations. The article critique should be between 3-4 pages.

Examinations:

There will be four tests during the semester and a cumulative final exam. These chapter tests cover material from lectures as well as textbook information that may or may not have been specifically covered during classes. You are expected to be in class on time for exams. Exams will not be given to late students after the first completed exam has been turned in. If you arrive after the first exam has been turned in, you will not be allowed to take the exam. Students will not be allowed to make-up or retake any exam unless prior notification has been received before the scheduled exam time. Students must speak directly to this instructor before the scheduled exam if an absence is to be granted or an exam is to be missed. If an excused absence is granted, appropriate accommodations will be offered for making up the exam. Exam dates are subject to change.

Graduate Students: In place of the final exam, graduate students will complete a final paper. You will develop a hypothetical psychological skill training program for an injured athlete/exerciser. Your program should address the various phases of the rehabilitation process (i.e. injury phase, rehab phase, and return to sport phase) and include at least developing self-awareness, relaxation techniques, imagery, goal-setting, self-talk, and social support. Other factors to consider are stressors, pain, counseling groups, patient-practitioner interactions, and mental health issues.

Final Group Project:

Students will be assigned to groups and asked to create a presentation on psychological aspects of sport injury topic. For this project, you will use either PowerPoint, Prezi or another digital platform to display your information. The presentation should incorporate information from the textbook and outside materials (articles, other textbooks, etc.). Each group member is responsible for finding and incorporating two scholarly research article.

Grading Scale:

A	675 – 750 points
B	600 – 674.99 points
C	525 – 599.99 points
D	450 – 524.99 points
F	Below 449.99 points

Graduate Students:

A	720 – 800 points
B	640 – 719.99 points
C	560 – 639.99 points
F	Below 479.99 points

Policies

General Rules of the Class:

- All late assignments will have an automatic 20% deduction. I will not accept assignments that are over one week late. The exams are an exception to the 20% reduction.
- If you are not in class due to an **unexcused** reason, you may not make-up the in-class assignment or activity.
- All work submitted must be typed, double-spaced in 12-point Times New Roman font with standard margins (1 inch top and bottom, 1 inch left and right). American Psychological Association referencing must be used. Work submitted in any other format will not be accepted.
- Documents must be saved as either word documents or pdf.
- Make a copy of all papers submitted in class in case papers are stolen, misplaced, or computer issues.
- All assignments will be turned in through TCU Online site. Emailed assignments will not be accepted unless you are instructed to submit an assignment via email. Assignments to be completed during class must be turned in at the end of that class period.
- Exams are only given on the scheduled date. A missed in-class exam due to an excused absence (third party documentation) will be made up at a time arranged with the instructor. The instructor must be notified **24 hours** prior to the exam.
- Exams will not be given to late students after the first completed exam has been turned in.
- Student needing forms to be signed must meet the instructor before or after class.

Expectations/Attendance:

You are expected to:

- **Attend class and actively participate:** You are expected to attend all scheduled class meetings and expected to arrive on time, be present for the entire class period, and not pack up or leave early. Participating is more than attending class. Participation includes but is not limited to: responding to comments/questions in the classroom, developing other people's ideas and comments, engaging in small group activities, asking insightful questions for which you have thought through your own position, seeking additional information on class topics from available resources, and/or asking for clarification of information provided in class materials. It is expected that you actively participate in all class discussions.
- **Come prepared for class:** Bring all materials you will need for class, including your textbook, homework, paper, and a writing instrument (e.g., pen, pencil). Check the course schedule for any other materials (e.g., a hard copy turn-in) that you must have with you on a specific day. Being prepared includes:
 1. Completing and turning in all out-of-class assignments on time.
 2. Completing all assigned readings before class
 3. Being prepared to discuss and apply topics in class.
- **Be engaged in class:** Speak up and become involved in each class; participate fully in class activities and discussions.

- **Communicate professionally:** Be respectful, and use polite, professional language. This includes email. Provide solutions whenever possible. If you feel that you have a problem with a colleague or with this instructor, wait until you are alone with that person to discuss it. Ask for a time to meet to share your concern, and then share it using words such as "I feel frustrated," etc.). If you have any concerns regarding this class, please arrange a time to meet with me outside of class hours.

Technology Policies:

Email:

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Netiquette:

Students must act in a professional manner in all interactions, including verbal and written communication. Internet technology has provided many new opportunities for communication. Even with the best of intentions, misunderstandings frequently occur in all forms of communication. Email, however, is particularly prone to miscommunication and misuse. The following are required netiquette guidelines for which students in this course will be held accountable:

- Use common courtesy.
- Avoid offensive or threatening language of any kind.
- Never insult or criticize via email.
- Be responsive, not reactive. If you have strong emotions about a subject consider another form of communication besides email. Direct communication is usually better in these situations.
- Separate fact from opinion in order to promote clear understanding.
- Take time to proof and spell check. You will often be judged on your professionalism even through your emails.

Think three times: before you write, after you write and before you send.

Academic Dishonesty:

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the [Undergraduate Catalog](#). Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

Digital Courtesy:

Cellular telephones should be on vibrate or silent mode during class to ensure an interruption-free class. Talking or texting on the phone while in class is not permitted. Only phone calls considered to constitute emergencies should be taken during class, and then you are expected to leave the classroom to talk. Excessive phone use or using other technology for non-class

related material during class may result in a reduction in course grade. Text messaging and the taking of pictures while in class are not permitted. Violators will be asked to leave the class.

TCU Online: Our Learning Management System:

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

1. Access via my.tcu.edu > Student Quick Links > TCU Online
2. Login at the following [website](http://d21.tcu.edu) (<http://d21.tcu.edu>) my.tcu.edu

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/). (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

How This Course Will Use TCU Online

TCU Online will be used to post grades, lecture notes, and assignments. You will also submit assignments through TCU online.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or file a complaint:](https://titleix.tcu.edu/title-ix/) <https://titleix.tcu.edu/title-ix/>.
- [Learn about the Campus Community Response Team and Report a Bias Incident:](https://titleix.tcu.edu/campus-community-response-team/) <https://titleix.tcu.edu/campus-community-response-team/>

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information your share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law, and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee

confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Statement of Disability Services at TCU:

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010.

Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Student Support Services:

Campus Offices

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Coats Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

TCU Mission Statement

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

TENTATIVE SCHEDULE

****This schedule is tentative and may be modified****

August	24	Welcome, Course Syllabus	
	26	Introduction Lecture Syllabus Agreement & Intro Activity Due	Introduction Section
	31	Antecedents and Predictors of Psychological Response to Injury	Chapter 1 pp 5-9 Chapter 3 pp39-42; 46-47
September	2	Personality Correlates	Chapter 4
	7	Patient-Practitioner Interactions	Chapter 5
	9	Modeling in Injury Rehab	Chapter 6
	14	Exam 1	
	16	Psychosocial Reactions to Injury	Chapter 7
	21	Psychosocial Considerations of Return to Sport	Chapter 7
	23	Relaxation	Chapter 8
	28	Imagery in Rehab.	Chapter 8
	30	Goal Setting	Reading on TCU online
October	5	Self-Talk in Rehab	Reading on TCU online
	7	Social Support	Chapter 14
	12	Exam 2	
	14	Counseling Individuals with Permanent Injuries	Chapter 11
	19	Psych. Assistance to College Student-Athletes	Chapter 9
	21	Assessing and Monitoring Injuries	Chapter 10
	26	Using Counseling Groups	Chapter 12
	28	Collaborative Relationships	Chapter 13
November	2	Exam 3	
	4	Substance Use/Abuse	Reading on TCU online
	5	Group Project Topics Due	
	9	Suicide	Chapter 15
	11	Ethical and Legal Issues for Sports Professionals CASE	Chapter 16

16	Pain	Chapter 17
18	Matching Psychological Strategies with Physical Rehab	Chapter 18
23	Shades of Grey A Sport Psychology with an Athlete	Chapter 19
26	Thanksgiving Break – No Class	
30	Exam 4	

December	2	Project Presentations (MUST ATTEND BOTH DAYS)
	7	Project Presentations (MUST ATTEND BOTH DAYS)
	14-18	Final Exam