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### Article Citation:

Jennifer L. Stiller-Ostrowski, Daniel R. Gould, Tracey Covassin (2009) An Evaluation of an Educational Intervention in Psychology of Injury for Athletic Training Students. *Journal of Athletic Training*: September/October 2009, Vol. 44, No. 5, pp. 482-489.

doi: 10.4085/1062-6050-44.5.482

### Original Research

## An Evaluation of an Educational Intervention in Psychology of Injury for Athletic Training Students

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### Abstract

**Context:** "Psychosocial Intervention and Referral," is 1 of the 12 content areas in athletic training education programs, but knowledge gained and skill usage after an educational intervention in this area have never been evaluated.

**Objective:** To evaluate the effectiveness of an educational intervention in increasing psychology-of-injury knowledge and skill usage in athletic training students (ATs).

**Design:** Observational study.

**Setting:** An accredited athletic training education program at a large Midwestern university.

**Patients or Other Participants:** Participants included 26 ATs divided into 2 groups: intervention group (4 men, 7 women; age = 21.4 ± 0.67 years, grade point average = 3.37) and control group (7 men, 8 women; age = 21.5 ± 3.8 years, grade point average = 3.27).

**Data Collection and Analysis:** All participants completed the Applied Sport Psychology for Athletic Trainers educational intervention. Psychology-of-injury knowledge tests and skill usage surveys were administered to all participants at the following intervals: baseline, intervention week 3, and intervention week 6. Retention tests were administered to intervention-group participants at 7 and 14 weeks after intervention. Analysis techniques included mixed-model analysis of variance (ANOVA) and repeated-measures ANOVA.

**Results:** The Applied Sport Psychology for Athletic Trainers educational intervention effectively increased psychology-of-injury knowledge (29-point increase from baseline to intervention week 6;  $F_{2,23} = 29.358$ ,  $P < .001$ ,  $\eta_p^2 = 0.719$ ) and skill usage (50-point increase from baseline to intervention week 6;  $F_{2,23} = 5.999$ ,  $P =$

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### Journal Information

**Print ISSN** 1062-6050

**eISSN** 1938-162X

**Frequency** Bimonthly:

January/February  
March/April  
May/June  
July/August  
September/October  
November/December

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.008,  $\eta_p^2 = 0.343$ ) in undergraduate ATSS. These increases were maintained at the 7-week and 14-week retention testing ( $P < .001$  for both).

**Conclusions:** This first attempt at evaluating an educational intervention designed to improve ATSS' knowledge and skill usage revealed that the intervention was effective. Although both knowledge and skill usage scores decreased by the end of the retention period, the scores were still higher than baseline scores, indicating that the intervention was effective.

**Keywords:** [psychosocial skills](#), [competencies](#), [proficiencies](#)

Jennifer L. Stiller-Ostrowski, PhD, ATC, contributed to conception and design; acquisition and analysis and interpretation of the data; and drafting, critical revision, and final approval of the article. Daniel R. Gould, PhD, and Tracey Covassin, PhD, ATC, contributed to conception and design; analysis and interpretation of the data; and critical revision and final approval of the article.

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