

## **Sports Psychiatry Portable Didactic Elective Curriculum**

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on behalf of the International Society for Sports Psychiatry

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### **Intended Learners:**

- Psychiatry residents desiring an elective in sports psychiatry
- Psychiatry fellows desiring an elective in sports psychiatry
- Primary care (family medicine, internal medicine, pediatrics) residents desiring an elective in sports psychiatry
- Sports medicine fellows desiring an elective in sports psychiatry
- Senior medical students intending a career in psychiatry, sports medicine, or primary care and desiring an elective in sports psychiatry

### **Introduction:**

Sports psychiatry is the sub-specialty within psychiatry largely focusing on diagnosis and treatment of psychiatric illness in athletes. While utilization of psychological approaches to enhance performance may also be part of the work of the sports psychiatrist, it tends to be less so as compared to addressing actual mental illness in this population. The work of sports psychiatry may also involve the use of exercise as a therapeutic or preventative intervention for mental illness. The field is relatively new, such that most medical schools and residency/fellowship programs do not have curricular offerings dedicated to the topic. Moreover, with the population of sports psychiatrists relatively small, and with

a relatively small research base, when health care providers do deliver psychiatric care to athletes, they may do so without a full understanding of the diagnostic and therapeutic issues unique to this population. Thus, this curriculum aims to enhance the knowledge base of physicians and physicians-to-be in the science of sports psychiatry, and to increase the skill with which these clinicians provide psychiatric health care to athlete populations.

**Resources Required:**

*Faculty:* Ideally, an on-site psychiatrist with expertise in sports psychiatry would supervise this elective experience. However, it is acknowledged that the field of sports psychiatry is relatively small, such that medical schools and residency programs may not have a faculty member/attending who identifies as an expert in sports psychiatry. In that case, a local faculty member with an interest in the field, even if little experience in it, could supervise the curriculum. A final option is that a faculty member/attending from an institution different than that at which the trainee taking the curriculum is enrolled could remotely supervise the didactic portion of the curriculum. In the latter case, there would be no direct clinical aspect to the rotation. In any case, ideally there would be regular (e.g., weekly) meetings between the learner and supervisor for discussion of readings and writing assignments.

*Patient population:* A clinical population of athlete-patients could provide a clinical component to this elective. Care of such patients would be supervised by an on-site faculty member/attending. However, this elective can also be completed as simply a didactic/reading elective, in which the learner completes the “Readings and assignments” and “Final project” described below. If the latter, a faculty mentor/attending should still be available to review assignments with the learner and to provide accountability in that manner.

*Materials:* The literature articles listed in the “Readings and assignments” section below are available on PubMed. **The International Society for Sports Psychiatry is not authorized to provide/disseminate these literature articles due to copyright limitations.** Possible avenues for obtaining these articles include through an academic institution if the learner is affiliated with one, from the faculty supervisor of the learner’s elective, from the authors of the articles, or via direct payment to the journals.

**Layout of the elective:** The elective centers around a didactic/reading component (see “Readings and assignments” below). The rate with which the learner goes through the readings/assignments will depend on the time allotted for, and duration of, the elective, as well as whether or not the learner has clinical requirements that also must be completed during the time of the elective. For example, if the learner is solely completing a didactic/reading elective during ½ day per week of protected time, they might complete 2 topic “blocks” per week (reading and accompanied assignment) and spend the remainder of the time during that ½ day each week working on their final project and meeting with

the supervisor. If the learner is completing a sports psychiatry clinical experience along with the didactic/reading component, they might complete just 1 “block” per week and spend the remainder of the time during the elective each week seeing patients, working on their final project, and meeting with their supervisor. Depending on the duration of the elective, the learner and faculty supervisor might select an appropriate number of topics (those felt to be of greatest individual interest or of highest relevance) to be covered during that time, omitting the others. Detailed time keeping by early learners demonstrated that each topic (including time for reading the full article(s) and answering the questions thoroughly) takes between 30 minutes and 2.5 hours for the learner to complete (most in the 1-2 hour range).

### **Goals and Objectives of the curriculum:**

*Goals:* By the end of this rotation, learners will:

1. Understand the epidemiology of, risk factors for, and unique manifestations of a variety of psychiatric disorders and psychosocial stressors in athletes.
2. Compare and contrast treatments for psychiatric disorders in athletes versus treatments for psychiatric disorders in the general population.
3. Discuss individual level treatments as well as system wide interventions to address mental illness in athletes.
4. Develop familiarity with the medical literature on a variety of topics related to sports psychiatry.

### *Objectives:*

Specific objectives are covered by the reading assignment questions. By the end of this rotation, learners will be able to answer all of the questions posed in the reading assignments.

**Final project:** Learners completing this elective are to produce a scholarly product relevant to the field of sports psychiatry. The topic and format of the product is subject to approval by the supervising faculty member/attending, if applicable. Options include a manuscript (e.g., a standard research study, review paper, opinion piece in a journal, American Journal of Psychiatry Residents’ Journal article, etc.), poster presentation (local, regional, national, or international), a presentation, talk, or workshop (local, regional, national, or international), educational session (e.g., a one-hour didactic session for other learners in their academic program, or a Grand Rounds), or educational column (e.g., in the International Society for Sports Psychiatry newsletter, state psychiatric association newsletter, etc.). The exact project chosen depends on interest of the learner, duration of time available for the elective/curriculum completion, mentorship available at the time of the elective/curriculum completion, and scholarly opportunities at the time of the elective/curriculum completion.

**Evaluation of the learner:** See attached for a sample evaluation form that may be especially relevant to psychiatry residents, as it is written to align with the ACGME

Milestones for psychiatry residents (available here: <https://www.acgme.org/Portals/0/PDFs/Milestones/PsychiatryMilestones.pdf>). Thus, this evaluation form can be part of an overall Milestones-based assessment of a resident, as that is the approach that most residency programs are now taking. Note that Milestone levels on this evaluation form only go up to level 4, as level 5 is regarded by the ACGME as “stretch” goals that many/most residents will not have achieved by the time of graduation, and this curriculum is not designed to achieve level 5 Milestones. The evaluation form is mostly based on specific answers provided by the learner to various reading assignments, and thus, it would be helpful for the supervisor to collect the assignments as the rotation goes on, so as to be able to reference them when completing the evaluation. This evaluation form can be supplemented with or replaced by any standard evaluation forms used for learners completing other rotations/electives at a learner’s institution.

**Answer key:** Upon a learner completing this curriculum, they may email Dr. Reardon ([clreardon@wisc.edu](mailto:clreardon@wisc.edu)) to request an answer key, if desired, for their own learning purposes. In making such a request, they should attest that they have completed their elective and should cc their attending supervisor (to ensure answers are not given out prior to completing the curriculum). If an attending supervisor desires the answer key prior to their learner completing the curriculum, they may email Dr. Reardon with that request. Please do not disseminate the answer key beyond the current learner and attending supervisor without permission from Dr. Reardon. **Note that if the learner is interested in submitting their completed curriculum materials to the International Society for Sports Psychiatry in order to be considered for a Certificate of Additional Training in Sports Psychiatry (see more information below), they cannot have received the answer key prior to their materials having been approved for a Certificate.**

**International Society for Sports Psychiatry Certificate of Additional Training in Sports Psychiatry:** Learners who satisfactorily complete all aspects of this curriculum are eligible for consideration for an International Society for Sports Psychiatry Certificate of Additional Training in Sports Psychiatry. To be eligible for such a certificate, the following minimum criteria must be met prior to completing the curriculum:

1. Must be a paid member in good standing of the ISSP
2. Must be a medical student, psychiatry resident, fellow in a psychiatry subspecialty fellowship program, or a psychiatrist who has completed a psychiatry residency program

Note that, as with any credible Certificate program, not everyone who applies for a Certificate will be awarded one, as rigorous criteria are applied when evaluating submissions. For more information on the Certificate program, please carefully read the full details online here: <https://sportspsychiatry.org/Certificate-Program>. Note that if, at the time of release of this updated curriculum in 2020, you had already started work on

the 2018 version of the curriculum in hopes of obtaining a Certificate of Additional Training in Sports Psychiatry, we will accept work on that version for the purposes of consideration for a Certificate.

**Evaluation of the curriculum by learners and by (if applicable) attending**

**supervisors:** When you have completed the sports psychiatry curriculum, the learner and (if applicable) attending supervisor are asked to please complete anonymous, approximately 5-minute, evaluations of the curriculum. These will help shape future iterations of the curriculum. Curriculum authors will not have access to survey results in batches of fewer than 5 responses, to ensure anonymity. The links to the surveys are as follows:

Learner survey: [https://uwmadison.co1.qualtrics.com/jfe/form/SV\\_cSkILWffb7RIJRj](https://uwmadison.co1.qualtrics.com/jfe/form/SV_cSkILWffb7RIJRj)

Attending supervisor survey: [https://uwmadison.co1.qualtrics.com/jfe/form/SV\\_dgqInTEZhJDcvZP](https://uwmadison.co1.qualtrics.com/jfe/form/SV_dgqInTEZhJDcvZP)

**Readings and assignments:**

Block #	Topic	Reading/assignment
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1	The field of sports psychiatry	<p><u>Reading:</u> Begel D. An overview of sport psychiatry. American Journal of Psychiatry 1992;149:606-614.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"> <li>• According to this classic article written by the founder of sports psychiatry as a field, what is the primary role of the sports psychiatrist? Based on information you can find in this article or elsewhere, how does this differ from the typical role of the sports psychologist?</li> <li>• Speculate at least one reason why sports psychology as a field might be more developed than sports psychiatry.</li> </ul> <p><u>Reading:</u> Reardon CL, Hainline B, Aron CM, et al. Mental health in elite athletes: International Olympic Committee consensus statement (2019). British Journal of Sports Medicine 2019;53:667-699.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"> <li>• According to the article, list 4 reasons why reporting prevalence of mental health symptoms and disorders in elite athletes compared with that in the general population is particularly difficult.</li> <li>• In order to have a “big picture” appreciation of mental health in athletes, it</li> </ul>
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2	Depression in athletes	<p><u>Reading:</u> Wolanin A, Hong E, Marks D, et al. Prevalence of clinically elevated depressive symptoms in college athletes and differences by gender and sport. British Journal of Sports Medicine 2016;50:167-171.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• What NCAA sport had the highest rates of depression in this study? List at least 3 reasons why this sport might have higher rates of depression than other sports in the study.</li><li>• Find at least one other research article that discusses differences in rates of depression between individual and team sport athletes. Give the citation for the article, and write 2-4 sentences to summarize any hypotheses discussed in the article about why there might be such differences.</li></ul>
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3	Anxiety in athletes	<p><u>Reading:</u> Reardon CL. Psychiatric comorbidities in sports. <i>Neurologic Clinics</i> 2017;35:537-546.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• Imagine you have a patient who is a 19 year old collegiate swimmer who has developed sport-related performance anxiety. She becomes very anxious leading up to all competitions to the point that she has feigned illnesses and injuries to avoid having to compete. When she does compete, she feels that her performance suffers related to the anxiety. This anxiety seemed to have started when she had a single poor performance much below that expected of her. She does not have significant anxiety outside of the athletic sphere. How would you treat her anxiety in this situation? Comment on any psychotherapeutic, psychopharmacologic, or other approaches you might take.</li><li>• According to the article, describe why panic disorder sufferers may experience a worsening of symptoms during acute exercise.</li><li>• Find 2 examples from the lay press that illustrate what you would consider superstitious rituals in</li></ul>
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4	Post-traumatic stress disorder and other trauma-related disorders in athletes	<p><u>Reading:</u> Aron CM, Harvey S, Hainline B, et al. Post-traumatic stress disorder (PTSD) and other trauma-related mental disorders in elite athletes: a narrative review. <i>British Journal of Sports Medicine</i> 2019;53(12):779-784.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, list at least 4 athlete characteristics that may increase the risk of development of PTSD symptoms after a traumatic experience.</li><li>• According to the article, list 3 psychological strategies/ defenses that athletes may employ after trauma that may mask trauma-related symptoms. Explain how each strategy/defense may be adaptive in sport in the short-term and also how it may impede long-term emotional recovery.</li><li>• You have a 25 year old male professional track and field athlete who tripped over a hurdle in a major international competition, suffered a serious leg injury requiring several surgeries and a year of recovery, and has now completed all necessary rehabilitation to be able to fully return to sport. However, he is exhibiting PTSD symptoms and is having great difficulty returning to sport. When he tries to practice,</li></ul>
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5	Eating disorders and other body image disorders in athletes	<p><u>Reading 1:</u> Joy E, Kussman A, Nattiv A. 2016 update on eating disorders in athletes: a comprehensive narrative review with a focus on clinical assessment and management. British Journal of Sports Medicine 2016;50:154-162.</p> <p><u>Writing assignment 1:</u></p> <ul style="list-style-type: none"><li>• According to the article, which sports are associated with the highest risk for development of eating disorders?</li><li>• According to the article, list at least 5 factors that should be taken into account when considering clearance/ return to play for an athlete with an eating disorder.</li><li>• Find 1 research article on the female athlete triad and 1 research article on Relative Energy Deficiency in Sport (RED-S). Give the citations for the articles, and write 1 paragraph comparing and contrasting the concepts of RED-S and the female athlete triad. It is not universally accepted that 1 of these constructs is more valid than the other, but which do you find more compelling?</li></ul> <p><u>Reading 2:</u> Murray SB, Rieger E, Touyz SW, et al. Muscle dysmorphia and the DSM-V conundrum: where does it belong? A review paper. International Journal of Eating Disorders</p>
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6	Substance use disorders in athletes	<p><u>Reading:</u> McDuff D, Stull T, Castaldelli-Maia JM, et al. Recreational and ergogenic substance use and substance use disorders in elite athletes: a narrative review. <i>British Journal of Sports Medicine</i> 2019;53(12): 779-784.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"> <li>• According to the article, list at least 5 reasons why athletes as a population may use substances.</li> <li>• According to the article, list the 5 most commonly used and misused substances by elite athletes and their non-athlete peers. In general, how do use rates of most substances compare between elite athletes in most sports and the general population?</li> <li>• According to the article, what is the most widely used illicit substance in the general population and in elite athletes? Do elite athletes or members of the general population use this substance more? Find one website/article (does not have to be a research article) describing a change or consideration of a change in use policy for this substance in a high level, elite, or professional sports league or organization. Provide the link to the website/article and write at least 3 sentences describing any</li> </ul>
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7	Gambling disorder in athletes	<p><u>Reading:</u> Derevensky JL, McDuff D, Reardon CL, et al. Problem gambling and associated mental health concerns in elite athletes: a narrative review. <i>British Journal of Sports Medicine</i> 2019;53(12): 761-766.</p> <p><u>Writing Assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, list at least 7 unique characteristics that make elite athletes (including both collegiate and non-collegiate elite athletes) more susceptible than the general population to development of gambling problems.</li><li>• According to the article, list at least 5 different negative effects that problem/ disordered gambling can have on an athlete's mental health and ability to function.</li><li>• The article mentions that gambling disorder is often referred to as a 'hidden addiction'. Speculate on at least 2 reasons why this might be the case, i.e., why it can go undetected for long periods of time.</li><li>• According to the article, what are the 3 most effective ways to influence collegiate athletes not to wager on sports?</li></ul>
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8	Bipolar and psychotic disorders in athletes	<p><u>Reading:</u> Currie A, Gorczynski P, Rice SM, et al. Bipolar and psychotic disorders in elite athletes: a narrative review. <i>British Journal of Sports Medicine</i> 2019;53(12):746-753.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, list 3 reasons why a diagnosis of bipolar disorder or a psychotic disorder may be more difficult to make in an elite athlete.</li><li>• According to the article, describe at least one way in which exercise might help regulate mood in patients with bipolar disorder, and at least one way in which it might destabilize mood. Describe how different types of sports might have different impact in this regard.</li><li>• Do you think the above findings would be compelling enough to change your practice in any way when working with athletes who have bipolar disorder? If so, in what way(s)?</li></ul>
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9	Attention-deficit/hyperactivity disorder in athletes	<p><u>Reading:</u> Han DH, McDuff D, Thompson D, Hitchcock ME, Reardon CL, Hainline, B. Attention-deficit/hyperactivity disorder in elite athletes: a narrative review. British Journal of Sports Medicine 2019;53(12): 741-745.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, list at least 5 ways that ADHD may negatively affect sport performance in elite athletes, and at least 2 ways that ADHD may positively affect sport performance in elite athletes.</li><li>• You are a sports psychiatrist asked to see a 25-year-old professional swimmer for diagnostic evaluation and treatment recommendations for inattentive symptoms that might represent ADHD. He has never received such a diagnosis. Drawing from the article, describe: how you would make a diagnosis of ADHD including any additional testing you would do; a treatment algorithm you would use if indeed you diagnosis ADHD (i.e., treatments you would try first and why, and next steps if your first line treatments fail); and any additional steps you would need to take prior to prescribing stimulants.</li></ul>
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10	Sleep in athletes	<p><u>Reading:</u> Halson SL. Stealing sleep: is sport or society to blame? British Journal of Sports Medicine 2016;5:381.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, list at least 5 reasons why athletes may be at unique risk for sleep deprivation.</li><li>• You are working in administrative leadership at a Division I college athletic department and have been put in charge of developing initiatives to improve overall sleep of the student-athlete population at your institution. Describe 2 initiatives you might undertake, and barriers that might exist to implementation of each one.</li></ul>
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11	Suicide in athletes	<p><u>Reading:</u> Rao AL. Athletic suicide—separating fact from fiction and navigating the challenging road ahead. <i>Current Sports Medicine Reports</i> 2018;17(3):83-84.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, describe whether suicide rates appear to be lower or higher in these populations of athletes relative to the general population: high school athletes; collegiate athletes; professional athletes.</li><li>• According to the article, list 3 hypotheses for how sport participation might be protective against suicide.</li><li>• Find 1 research article on the controversial topic of the relationship (or lack thereof) between suicide and chronic traumatic encephalopathy in athletes. Give the citation for the article and write 1 paragraph describing any evidence from the article either supportive of or unsupportive of a relationship between suicide and chronic traumatic encephalopathy.</li></ul>
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12	Mental health impact of concussions in athletes: Part 1	<p><u>Reading:</u> McCrory, Paul, Meeuwisse W, Dvorak J, et al. Consensus statement on concussion in sport—the 5th international conference on concussion in sport held in Berlin, October 2016. <i>British Journal of Sports Medicine</i> 2017;51:838-847.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"> <li>• Define sport-related concussion, including several clinically defining features, as laid out by the 5th international conference on concussion in sport.</li> <li>• Return-to-sport and return-to-school strategies following sport-related concussion have evolved over time. This paper notes that after a brief period of initial rest (24-48 hours) following a sport-related concussion, symptom-limited activity can be begun. Once concussion-related symptoms have resolved at a given level of activity, the athlete should continue to the next level. Generally, each step should take a minimum of 24 hours. According to the article, list the 6 aims (levels) of a graduated return-to-sport strategy and the 4 aims (levels) of a graduated return-to-school strategy (specific activities and goals of each aim need not be listed).</li> <li>• According to the article, list</li> </ul>
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13	Mental health impact of concussions in athletes: Part 2	<p><u>Reading:</u> Rice SM, Parker AG, Rosenbaum S, et al. Sport-related concussion and mental health outcomes in elite athletes: a systematic review. Sports Medicine 2018;48:447-465.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, describe the level of evidence (i.e., type of research studies that have been done to date, such as prospective, retrospective, case-controlled, etc.) for any association between sport-related concussion and depression, and between sport-related concussion and anxiety.</li><li>• According to the article, describe a biopsychosocial model for negative outcomes in sport-related concussion.</li></ul>
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14	Relationship between injuries and mental illness	<p><u>Reading 1:</u> Putukian M. Chapter 4. How being injured affects mental health. In: Mind, Body, and Sport: Understanding and Supporting Student-Athlete Mental Wellness. NCAA. 2014. Available at: <a href="http://www.ncaa.org/sport-science-institute/introduction-mind-body-and-sport">http://www.ncaa.org/sport-science-institute/introduction-mind-body-and-sport</a> (scroll to see specific chapter sub-topic assigned)</p> <p><u>Writing assignment 1:</u></p> <ul style="list-style-type: none"> <li>• According to the article, describe how an eating disorder may result from an athletic injury.</li> <li>• According to the article, provide 3 reasons why being injured with a concussion is different from other injuries in how/why it may affect mental health.</li> <li>• According to the article, describe one potential negative impact of increased media attention on chronic traumatic encephalopathy among athletes.</li> </ul> <p><u>Reading 2:</u> Psychological issues related to illness and injury in athletes and the team physician: a consensus statement-2016 update. Current Sports Medicine Reports 2017;16(3):189-201.</p> <p><u>Writing assignment 2:</u></p> <ul style="list-style-type: none"> <li>• According to the article, describe at least 2 ways in which psychological stress may predispose to athletic</li> </ul>
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15	Medication use for psychiatric disorders in athletes	<p><u>Reading:</u> Reardon CL, Creado S. Psychiatric medication preferences of sports psychiatrists. <i>The Physician and Sportsmedicine</i> 2016;44(4):397-402.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, list 3 important variables to consider in prescribing psychiatric medications to athletes.</li><li>• Considering the results described in the assigned reading, as well as your own clinical experiences with medications, what would be your first choice for a psychiatric medication for an athlete in each of the following categories: depression without anxiety and without bipolar spectrum disorder; generalized anxiety disorder; insomnia; ADHD; bipolar spectrum disorders; psychotic disorders? For non-medical students only (this would be an advanced question for medical students): What would be your first choice for a psychiatric medication, and why, for an athlete in the following diagnostic categories not considered explicitly in this article: OCD; PTSD; panic disorder?</li><li>• How, if at all, do your first-line choices in all of these categories differ from your</li></ul>
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16	<p>Psychotherapy for psychiatric disorders in athletes</p>	<p><u>Reading:</u> Stillman MA, Glick ID, McDuff D, et al. Psychotherapy for mental health symptoms and disorders in elite athletes: a narrative review. <i>British Journal of Sports Medicine</i> 2019;53(12): 767-771.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"> <li>• According to the article, list at least 1 reason why each of the following types of psychotherapy, in certain circumstances, may be uniquely helpful and/or comfortable for athlete-patients: cognitive behavioral therapy (CBT); motivational enhancement therapy (MET); couple/family psychotherapy; group psychotherapy.</li> <li>• A 21 year old female swimmer is referred to you for psychiatric assessment and treatment for symptoms of severe anxiety and possible eating disorder. You contact her to schedule an intake appointment and offer her a variety of time slots in which you see patients (8:30-4 pm, except for 12-1 for lunch break/ meetings) and during which your college counseling center is open. However, the swimmer, who is in the midst of a very heavy swim practice schedule as she prepares for the Olympic Trials, says that it would be very difficult for her to see</li> </ul>
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17	Exercise addiction	<p><u>Reading:</u> Freimuth M, Moniz S, Kim SR. Clarifying exercise addiction: differential diagnosis, co-occurring disorders, and phases of addiction. International Journal of Environmental Research and Public Health 2011;8:4069-4081.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, list 7 proposed criteria for exercise addiction that parallel DSM-5 criteria for substance use disorders.</li><li>• According to the article, distinguish primary exercise addiction from secondary exercise addiction.</li><li>• According to the article, list the 4 proposed phases of exercise addiction. Write one sentence to describe each phase (4 sentences total).</li></ul>
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18	Harassment and abuse (non-accidental violence) in sport	<p><u>Reading:</u> Mountjoy M, Brackenridge C, Arrington M, et al. International Olympic Committee consensus statement: harassment and abuse (non-accidental violence) in sport. British Journal of Sports Medicine 2016;50:1019-1029.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"> <li>• According to the article: a) list at least 7 examples of psychological harassment and abuse in sport; and b) describe the “gateway” relationship of psychological harassment and abuse to sexual and physical abuse in sport.</li> <li>• According to the article, list at least 3 risk factors for sexual abuse in sport. Additionally, list 3 situations that are NOT, on average, risk factors for sexual abuse in sport, despite presumed public perception to the contrary.</li> <li>• According to the article, list at least 3 forms of neglect in sport.</li> <li>• Describe the impact on victim-athletes of passive attitudes/non-intervention, denial, or silence by people of positions in power in sport (particularly bystanders, i.e., those who are witnessing or aware of non-accidental violence) when it comes to non-accidental violence in sport.</li> <li>• Imagine you are Director of</li> </ul>
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19	Child and adolescent sports psychiatry	<p><u>Reading:</u> Conant-Norville DO. Child and adolescent sports psychiatry in the US. International Review of Psychiatry 2016;28(6): 556-563.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, define physical literacy, including definitions of the 3 components of it. List at least 4 groups of youth who, under the current model of youth sports in the US, have insufficient opportunities for development of physical literacy.</li><li>• According to the article, list 8 challenges, identified by the Aspen Institute’s Project Play workgroup, that limit youth sports involvement in the US. Imagine you are tasked with developing a summer youth sports program for 5-6 year olds in your community. How would you structure the program, keeping in mind some of the 8 challenges you listed?</li><li>• According to the article, distinguish “early specialization in sport” versus “sport sampling” in youth, and list at least 3 benefits of the latter.</li></ul>
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20	Retirement in athletes	<p><u>Reading:</u> Knights S, Sherry E, Ruddock-Hudson M. Investigating elite end-of-athletic-career transition: A systematic review. Journal of Applied Sport Psychology 2016;28:291-308.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, distinguish between the 2 types of transitions that athletes will face throughout their athletic career, and give examples of each.</li><li>• According to the article, list at least 3 factors that may lead to a more difficult time transitioning, and at least 3 factors that may be protective against a difficult transition.</li><li>• According to the article, list at least 3 strategies that might help athletes to transition more smoothly.</li></ul>
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21	Exercise as a treatment for mental illness	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Cooney GM, Dwan K, Greig CA, et al. Exercise for depression. Cochrane database of systematic reviews 2013.</li> <li>• Ensari I, Greenlee TA, Motl RW, et al. Meta-analysis of acute exercise effects on state anxiety: an update of randomized controlled trials over the past 25 years. Depression and Anxiety 2015;32:624-634.</li> </ul> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"> <li>• According to the Cochrane review article, list at least 4 hypotheses as to why exercise might have an antidepressant effect.</li> <li>• In 3-4 sentences, summarize the results of the Cochrane review on exercise as a treatment for depression. Based on these results and any other information you have, do you find it justified to recommend exercise for your patients as a treatment for depression? Why or why not?</li> <li>• In 1-2 sentences, summarize the results of the Ensari study on an acute bout of exercise as a treatment for anxiety. Based on these results and any other information you have, do you find it justified to recommend exercise for your patients as</li> </ul>
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22	Overtraining syndrome	<p><u>Reading:</u> Lewis NA, Collins D, Pedlar CR, et al. Can clinicians and scientists explain and prevent unexplained underperformance syndrome in athletes: an interdisciplinary perspective and 2016 update. <i>BMJ Open Sport-Exercise Medicine</i> 2015;1(1):e000063.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, list 10 common causes for athlete underperformance.</li><li>• According to the article, define “unexplained underperformance syndrome” (UUPS), and explain why the authors prefer this term over the more commonly used term “overtraining”.</li><li>• You are a sports psychiatrist working with a 24 year old professional runner who competes in the 5 kilometer run. She gradually begins to experience athletic underperformance and fatigue over the past 2 months, during one of her highest mileage times of year, with no immediate explanation. According to the article, describe the following as applicable to your work with her: a) 15 items within her psychiatric/other medical/sport training history about which to ask her in order to help with diagnosis of the</li></ul>
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23	Athletes with disabilities	<p><u>Reading:</u> Swartz L, Hunt X, Bantjes J, et al. Mental health symptoms and disorders in Paralympic athletes: a narrative review. British Journal of Sports Medicine 2019;53(12):737-740.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"> <li>• According to the article and in the context of the stereotype that people with disabilities must have emotional problems, including mental health symptoms and disorders, describe at least 3 negative consequences of the “Super-crip” phenomenon.</li> <li>• According to the article, provide at least 1 potential benefit that might be obtained from or serve as rationale for additional research on each topic from the following list: stressors particular to participation in elite disability sport; a wider range of symptoms of psychological distress including the impact of trauma; the impact of participation in disability sport on personhood and mental health; mental health impact of retirement from elite disability sport; and therapeutic potential of disability sport to promote mental health.</li> </ul>
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24	The role of culture in sports	<p><u>Reading:</u> Castaldelli-Maia J, de Mello e Gallinaro JG, Falcao RS, et al. Mental health symptoms and disorders in elite athletes: a systematic review on cultural influencers and barriers to athletes seeking treatment. <i>British Journal of Sports Medicine</i> 2019;53(11): 707-721.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"> <li>• According to the article, write at least 4 sentences describing how stigma is the strongest barrier in athletes seeking mental health treatment. Find one example from the media of an athlete speaking out publicly about their own mental health challenges. Provide the citation (e.g., web link) for your example, and write at least 3 sentences describing the example, including if and how you think this athlete's public acknowledgement might challenge mental health stigma among athletes.</li> <li>• According to the article, name at least 8 factors that may facilitate elite athletes seeking mental healthcare.</li> <li>• Find at least one other research article that discusses any mental health risks or concerns within an LGBTQ athlete population. Provide the citation, and write 2-4 sentences to summarize the findings</li> </ul>
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25	Working with sports organizations and teams	<p><u>Reading:</u> McDuff DR, Garvin M. Working with sports organizations and teams. <i>International Review of Psychiatry</i> 2016;28(6):595-605.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• According to the article, describe recommendations for the following aspects of sports performance and mental health services for athletic teams: a) timing and location of services offered; b) diversity and make-up of professionals providing these services; integration of these services with those of the rest of the sports medicine team.</li><li>• Imagine that you are considering a job offer to work as a sports psychiatrist for a professional baseball team. The offer notes that you would only be employed during the playing season, as it is not felt that there would be enough work to keep you busy during other times of the year. According to the article, describe at least one service that in fact you could provide for the team during each of the following times, and thus, your rationale for why it would be prudent to hire a sports psychiatrist <i>year-round</i> for a professional sports team: a) off-season; b) pre-season; c) season; d) post season.</li></ul>
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26	Ethical issues in sports psychiatry	<p><u>Reading:</u> None. Answer questions to the best of your availability with resources/experiences available to you, including any readings and discussions with supervisors or mentors. It is understood that, with no single reference article available, answers will vary, and leeway will be granted in scoring this item. Thoroughness and reasons for your responses are required.</p> <p><u>Writing assignment:</u></p> <ul style="list-style-type: none"><li>• Describe how you would handle the following ethical challenges:<ol style="list-style-type: none"><li>a) You are a salaried employee in the athletic department at a Division I university, employed to treat student athletes. You are treating a female softball player for recurrent major depressive disorder, PTSD, and borderline personality disorder. She has had 3 hospitalizations in the last 18 months, and this has proven disruptive to her team. The athlete's athletic trainer and coach contact you to ask about prognosis and likelihood of future decompensations and hospitalizations, as they are considering cutting her from the team due</li></ol></li></ul>
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**Other information:** Membership in the International Society for Sports Psychiatry (ISSP) is available to medical students, residents, and fellows who are interested in the field, at discounted rates for trainees (free for medical students). More information is available at: <https://sportspsychiatry.org>. The ISSP holds its annual Business Meeting and Scientific Session in conjunction with the American Psychiatric Association Annual Meeting every April/May, and anyone with interest is invited to attend (information about this event posted on the ISSP website in advance of the meeting). Additionally, a mentorship program is available to interested medical students, residents, fellows, and early career psychiatrists as part of ISSP membership.

**Additional references for those interested in further reading:**

Baron DA, Reardon CL, Baron SH, eds. *Clinical Sports Psychiatry: An International Perspective*. United Kingdom: Wiley, 2013.

Begel D, Burton RW, eds. *Sport Psychiatry*. New York: Norton Professional Books, 2000.

Creado SA. *Peak Sleep Performance for Athletes: The Cutting-Edge Sleep Science That Will Guarantee a Competitive Advantage*. Available on Kindle and Amazon, 2020.

Glick I, Kamis D, Stull T, eds. *The ISSP Manual of Sports Psychiatry*. New York: Routledge Press, 2018.

McDuff DR. *Sports Psychiatry: Strategies for Life Balance and Peak Performance*. Arlington (USA): American Psychiatric Publishing, 2012.

Noordsy D, ed. *Lifestyle Psychiatry*. Arlington (USA): American Psychiatric Publishing, 2019.