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UE 1
EC 1.4 *Anglais*

Consigne

Toutes les réponses apparaîtront sur la copie d'examen.

Ce sujet comporte 2 questions, ci-dessous.
L'article concerné est reproduit dans les pages suivantes.

Veillez à la correction grammaticale et orthographique.
Evitez les répétitions et soignez votre style.
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Respectez la longueur demandée.

1) Write a 150-word abstract of the article entitled:

"HIGH-LEVEL ATHLETES PERCEPTION OF SUCCESS IN RETURNING TO SPORT FOLLOWING INJURY", Leslie Podlog et al., *Psychology of Sport and Ex.* (2009): 535-544.

2) Give 5 key words in relation with this article.

High-level athletes' perceptions of success in returning to sport following injury

Leslie Podlog^{a,b,*}, Robert C. Eklund^c

^a Texas Tech University, Department of Health, Exercise and Sport Sciences, Box 43011, Lubbock, TX 79409-3011, USA

^b Charles Sturt University, Australia

^c Florida State University, Tallahassee, FL, USA

A B S T R A C T

Introduction

Over the past three decades, research on the psychology of sport injury has revealed that psychosocial factors play a significant role in the onset, rehabilitation and return to sport following injury recovery (Brewer, 2007). Much empirical attention has been devoted to an examination of the psychosocial variables influencing injury occurrence and rehabilitation. Comparatively little research, however, has examined the psychosocial processes and issues among athletes returning to full activity. Initial investigations examining this transitional period suggest that anxieties and concerns regarding re-injury, skill retention levels, physical fitness, and meeting coach/teammate expectations may be prevalent during the re-entry period (Podlog & Eklund, 2007a).

* Corresponding author at: Texas Tech University, Department of Health, Exercise and Sport Sciences, Box 43011, Lubbock, TX 79409-3011, USA. Tel.: +1 806 742 3371x2223.

E-mail address: les.podlog@ttu.edu (L. Podlog).

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(Brewer, 2007). Researchers in the sports medicine domain have also examined a number of physical (e.g., joint laxity, instability, muscular strength and endurance) and psychosocial (e.g., re-injury anxiety, confidence in performing sport-specific skills) recovery outcomes identified in the Wise-Bjornstal et al. (1998) model (Eastlack, Axe, & Snyder-Mackler, 1999; Kvist, Ek, Sporrstedt, & Good, 2005; Webster, Feller, & Lambros, 2007). For example, Kvist et al. (2005) found that re-injury anxiety presented a psychological hindrance for athletes returning to sport following anterior cruciate ligament reconstruction. Although this and other quantitative investigations address specific factors associated with different recovery outcomes, scant research has focused on athletes' perceptions of a successful return to sport from injury. That researchers have yet to examine these perceptions is surprising, given that for many athletes a successful return to sport may be the ultimate goal of injury recovery.

As suggested earlier, preliminary findings regarding athlete appraisals and experiences in returning to sport indicate that this transitional period may be permeated by a range of physical, psychological and social stressors. For instance, re-injury anxiety, a conspicuous concern among some athletes may lead to a number of physiological and psychological responses that ultimately increase the likelihood of actual re-injury (Walker, Thatcher, Lavallee, & Golby, 2004; Williams & Andersen, 1998). Athletes may also have concerns about achieving or surpassing pre-injury fitness and performance standards, athletic identity, meeting coach and teammate performance expectations and pressures to compete in specific competitions (Andersen, 2001). Additionally, once athletes begin competing they may experience heightened competitive anxiety, struggle to regain technical skills and abilities and experience declines in confidence (Bianco, Malo, & Onick, 1999; Johnson & Carroll, 1998).

Podlog and Eklund (2007b) suggested that the aforementioned transitional issues were related to athlete perceptions and concerns about competence, autonomy and relatedness (i.e., affiliation), constructs highlighted in self-determination theory (Ryan & Deci, 2000, 2007). For instance, concerns about reaching pre-injury proficiency levels and achieving future goals, anxieties about others' performance expectations suggest that competence related concerns may be evident as athletes return to sport following injury rehabilitation. Relatedness issues including the provision and receipt of effective social support and social identity concerns (e.g., "if I'm not competing am I still an athlete?") may also be apparent among returning athletes (Podlog & Eklund, 2006). Moreover, the finding that athletes may receive pressure to return to sport and that they typically value freedom from such pressure (Bianco et al., 1999; Taylor, Stone, Mullin, Ellenbecker, & Walgenbach, 2003) suggests that autonomy issues may be apparent among returning athletes. As a result, given its explicit focus on competence, autonomy and relatedness issues Podlog and Eklund (2007b) argued in favour of a self-determination theoretical (SDT) perspective for understanding the psychosocial processes and factors influencing athletes' return to sport following injury.

Self-determination theory

SDT focuses on the effects of varying degrees of self-determination on human behaviour, health and well-being (Ryan & Deci, 2000, 2007). According to Ryan and Deci (2000), the extent to which individuals feel self-determining or volitional in their actions is contingent upon the degree to which the environment satisfies or nourishes their basic needs for competence, autonomy and relatedness. Competence is characterized by a sense of ability or proficiency in one's undertakings (Kipatrick, Hebert, & Jacobsen, 2002).

Autonomy is characterized by an internal locus of causality and the belief that behaviours are personally endorsed or authentic. Finally, relatedness refers to a sense of interconnectedness with others or social integration. Research guided by SDT contentions has demonstrated that environmental supports for competence, autonomy and relatedness yield a range of beneficial performance, well-being and social development consequences across a variety of life domains (e.g., education, interpersonal relationships, and sport) (Ryan & Deci, 2000). Conversely, when the environment thwarts satisfaction of these basic needs, maladaptive functioning, motivational deficits and ill being (e.g., anaphy, alienation, and irresponsibility) may result (Ryan & Deci, 2007).

Initial research indicates that the success of athletes' recovery and return to sport from injury, may in part, be related to the extent to which coaches, rehabilitation specialists and significant others nurture satisfaction of athletes' psychological needs (manuscript under review). In line with Wise-Bjornstal et al.'s (1998) contentions, it may be that athletes appraise or define the meaning of a successful return to sport in different ways depending upon a range of personal and situational variables. Researchers however, have yet to examine athlete conceptualizations of a successful return from injury. Given, that athletes are ultimately the ones making a return to competitive activity, eliciting their understandings, definitions and beliefs about the meaning of a successful return to sport from injury is of clear significance. Such information can assist in the design and implementation of effective injury interventions by enhancing practitioner knowledge of important areas to address in facilitating perceptions of successful return to sport.

The purpose of the present paper was to explore athlete perceptions and understandings of a successful return to sport following injury. Previously unpublished findings from a qualitative investigation exploring athlete experiences in returning to sport following injury were examined (Podlog & Eklund, 2006). Moreover, given the increasing body of literature suggesting the relevance of SDT in examining the return to sport transition (Podlog & Eklund, 2007b), a second purpose was to examine the extent to which notions of competence, autonomy and relatedness were key aspects of athlete perceptions of a successful return to sport from injury.

Method

Participants

Twelve (7 males, 5 females) high-level amateur and semi-professional athletes ranging in age from 18 to 28 years took part in interviews over a 6–8 month period. Participant demographics (available from the first author upon request) indicate that five of the twelve participants competed at an international senior level (e.g., Commonwealth Games, World Championships); two athletes competed at junior (i.e., Z2123 and under) international level (e.g., Australian or Canadian representative at international level); two participants competed at a national/state level; and finally, three participants competed semi-professionally in Western Australia. Pseudonyms are used to ensure the anonymity of athletes. Athletes in this investigation had made substantial personal investments (e.g., effort, money, identity) to achieve their highest potential level and all participants devoted a significant amount of time training for their sport ($M = 17.75$ h/week). Finally, none of the participants received high levels of compensation for their sport involvement, and all athletes indicated that making a return to sport following a serious injury was a significant event. Purposeful sampling was employed in the current investigation to obtain high-level athletes. Participants were approached through researcher contacts at the Western Australian Institute of

sentiment in which maintaining a previously held competitive advantage over others was important following the return to sport. Athletes commonly reported having a strong sense of feeling about when they were able to maintain a higher level of play or ability than their opponents despite their injury setback. Thus, for most participants, the success of a return from injury was judged in part based on one's standing in relation to others.

Two key factors seeming to contribute to a feeling of self-satisfaction were the receipt of positive feedback from coaches, and a feeling of contributing to the team's success. Receiving positive performance feedback from coaches facilitated a sense of satisfaction with one's post-injury performances. Frank, a semi-professional soccer player, indicated that:

The coach was pretty happy with my performances, and he indicated it to me verbally so that's the greatest indication I have [of my return-to-sport success]. I mean it's one thing getting 'fairest and best' votes, but at the end of the day you've got to play for your coach and for your team, and my coach let me know he was happy with my progress [in returning from injury]. That was all I needed.

This sentiment was echoed by others ($n = 6$) who suggested that positive feedback from coaches was important in determining the success of the return from injury. Brook commented that having her coach review her progress and indicate that her fitness and level of play was where she "should be at for the next tournament" provided her with a feeling of success.

Athletes indicated that positive coach feedback not only provided them with competence information, but also that the act of receiving feedback reinforced the belief that coaches were still concerned about their performance. For a number of participants ($n = 6$), the provision of positive coach feedback contributed to feelings of satisfaction with post-injury performances and carried implicit information about the value of the coach-athlete relationship. During her third interview, Margaret made continual reference to the importance of feedback from her coach who lived in a different city but with whom she shared a close rapport. "Every time I compete I send him my jump on the video tape and he'll give me feedback." Not only did this feedback give Margaret the confidence that she had "put in the work" and was "ready to jump", but also reinforced that her coach cared about her performance. Taking time to discuss videos of her jumps gave Margaret a positive feeling about her post-injury performance and was an indication of the importance of the relationship she and her coach shared. Having the feeling that coaches maintained a vested interest in their performance provided athletes with a feeling of connectedness and success regarding their return from injury.

Another key factor contributing to a feeling of self-satisfaction was a sense of contribution to the team's play. That is, the effectiveness of the return from injury was judged not only by the quality of one's individual play but also by the ability to make significant contributions to the success of the team. Team sport athletes talked about the importance of fulfilling their role and suggested that this was not always an easy challenge after coming back from an injury (see Podlog & Eklund, 2006 for a more detailed discussion of these challenges). Fulfilling one's role included a variety of tasks such as scoring goals, creating plays, defending opponents and a range of sport-specific tasks. Frank reiterated the importance of contributing to the team and felt he was successful in returning from injury because of his ability to assist the team move up in the league standings. He stated:

...when I was away, the team didn't do so well. And when I came back, we just started performing a bit better. Being able to

have changed and I guess I'll have to change what I thought was successful and what was not. I think my goals were unrealistic but now hopefully I've set them and they are a little bit more realistic.

Anna went on to suggest that re-evaluating her goals and establishing new ones enabled her to view herself as a success in the return from injury.

The challenge of setting realistic goals in returning from injury was not always easy given that participants were often operating under pressurized time frames and had a strong desire to perform well in upcoming events or competitions. As Simon commented:

I think last time we spoke with respect to my ankle I said improvement [was the key measure of success], so long as I continue to improve it's OK. I think that's probably still the same with the back, but now there's a real finite time placed on how long I have for it to get better. It's not only just so long as I keep improving, it's how quickly I can improve and how smart I am and switched on about making that happen.

The issue of time pressures and constraints to return for particular competitions emerged as a salient factor influencing athletes' ability to create realistic goals and expectations in their injury return. Participants ($n = 8$) commented that the amount of time they had in recovering from an injury often was limited depending upon the proximity of important trials, training camps, and coach/parental expectations to be ready and perform well in upcoming competitions. Simon, indicated that the weight of parental and coach expectations who "more or less expected [him] to make the team" and perform well at the national championships influenced the expectations he placed upon himself. He suggested that these expectations influenced his feelings and perceptions of success in returning from injury.

A subjective feeling of self-satisfaction

Achieving a sense of satisfaction with one's performance appeared to be another salient aspect of a successful return to sport following injury. Jane suggested that to her success in returning from an injury was "...mostly self-satisfaction. Like after a game you know that you've played well. You've done all the hard work before. Just knowing that you feel complete after the game, at the end of the day it's how you feel." Athletes indicated that they had internal standards of success and simply knew when they were performing well. Brook stated "I think you know what your own standard is and if you're successful you just look at yourself and you know."

Subjective feelings of self-satisfaction in return from injury were also described in relation to the ability to remain competitive or "stay ahead of" particular competitors. Participants typically recognized that others would likely have improved during their injury induced time away from the game. Nonetheless, the success of the return from injury was in part determined by the ability to continue "staying ahead of" or remaining "dominant over" rival athletes. Ethan for instance, remarked that he had a subjective feeling of success in his return from injury when he was able to outplay his opponent. He commented:

If you beat the player you're playing against – and you know within yourself whether you've beaten him – then you've contributed to the team's victory. It gives you satisfaction and is an important goal in itself. If you beat the person and your mate beats the person and your other mate does the same, it goes a long way to winning games.

For Ethan, beating his opponent in an effort to help his team achieve victory gave him a sense of fulfillment and a feeling of success in the return from injury. Others ($n = 7$) described a similar

at the moment I'm not where I want to be, but when I was speaking to you last, I had my tournament coming up and I felt that I'd trained hard and I was the most fit I'd been. I know that I can get back there. So I do feel successful." The notion that success in long-term goal attainment was a common theme amongst participants.

Creating realistic expectations of post-injury performance

Creating realistic expectations regarding the ability to accomplish particular goals and reach specific performance levels was viewed as a key aspect of the definition of a successful return to sport from injury. Success in returning from injury was typically judged in relation to particular expectations about what could reasonably be achieved following injury recovery.

Anna whose best pre-injury pole vault was 4.45 m remarked "...I can't expect to come out and jump 5 meters. I have to be a little bit realistic and say a comeback will be to jump higher than 4.45 because that's better than what I was doing before, so anything better than what I was before." Similarly, James indicated that discussions with his coach reinforced the importance of creating realistic expectations in defining his post-injury success. He commented:

Whereas before our coach would have expected us to win, later on he said you've got to be realistic here and say at this regatta you're probably not going to win because of your training and interruptions and I'll be happy if you only come 2nd or 3rd. That would be a good performance and try and build from there.

For James and others ($n = 7$), an important part of being successful in returning from injury was learning the importance of creating realistic expectations.

A corollary of creating realistic expectations was the potentially detrimental effects of setting overly high performance expectations. Jack for instance, commented:

Obviously at the start you don't expect to come back and be playing at 100% but I always have high expectations of myself. Even back then [at the beginning of the return to competition] I had high expectations and that's why I got so frustrated and annoyed when I wasn't playing as well as I could have been playing. I suppose the expectations did come down a bit from what they'd normally be straight after the injury to when I came back. Definitely expectations have a huge impact....

Similarly, in reflecting back on her expectations for her initial post-injury performances, Kate indicated that she had unrealistic aims. The realization of her inability to meet high expectations reminded her of the importance of creating realistic ones.

I think especially after I'd come back from the second surgery... I thought it was going to be so much better and I was hoping for something unrealistic. That's helped me now; you can't just expect that after two games you're going to be right back where you were last year. You get a more realistic perspective.

In an attempt to create realistic post-injury goals and expectations a process of goal re-evaluation and re-assessment was articulated by participants. That is, participants ($n = 9$) appeared to adapt their goals to changing circumstances and performance outcomes (e.g., a poor performance) in order to maintain the belief that they were successful in their return from injury. Anna, for example, indicated that she had to change her goals to accommodate her slowed rate of recovery. She commented:

The thing is I was meant to be jumping in April or May of last year. It's taken this extra time so that's sort of unsuccessful in the fact that it was meant to be better 8 months ago. But now things

contribute to that improvement to the point where we are now and the respect that we have gained in the league, that's the biggest thing that I can take out of it [the injury]. At the start of the year I wouldn't have expected to make such a contribution....

An absence of injury related concerns and remaining uninjured

Having the confidence that one's previously injured body part could withstand the demands of competition was regarded as another important outcome of a successful return to sport from injury. The belief that the body would be able to endure the physical rigors and stresses of competitive activity was an important part of athletes' definition of a successful return from injury. As Frank remarked:

My confidence in my shoulder returned pretty early but not the confidence to actually throw the ball in. That's a skill which exerts the most pressure on the area. The fact that it got to the stage I am at now, where I don't even think about it or see it as an inhibitor or a problem, has really given me confidence in my shoulder. Like the rehab I've done, the operation, the strength training, I've done the right things and it's something that's given me a lot of confidence. And it's made me a lot better soccer player because of it.

Actually remaining uninjured was also an important aspect of a successful return to sport. Given all the time, energy and effort put into rehabilitation it was not surprising for athletes to suggest that staying healthy was essential part of a successful injury comeback. This idea was reflected in the following quotes from Rob and Anna.

Rob: I didn't re-injure the injury so that's a good thing. I didn't play scared, but you just hope that you don't injure it again, that doesn't faller, that you did the rehab correctly.

Anna: I've been successful in reaching my goals but I don't think I've been successful because the injury's still not right. It's still being buggy me and I don't know if I'll ever be successful in getting back fully from that.

Anna felt that being successful in returning from injury was a combination of "coming back without too much pain and achieving your goals." For several athletes with chronic pain ($n = 4$) merely being able to return to sport pain and injury-free was considered a success in and of itself, particularly during times of severe pain. James revealed: "Sometimes it got to the point where if it didn't hurt all the time I would have thought that was a successful return. I always wanted to keep rowing but sometimes I thought I'd just be happy if it didn't hurt all the time."

Given the centrality of remaining injury-free in definitions of a successful return to sport, participants were asked whether remaining uninjured was something under their control. Several participants ($n = 3$) stated that remaining uninjured and therefore successful was not completely under their influence. Anna for instance commented, "No, I'm doing everything that I can to make it better and it's not getting better so it's something that I have to deal with now no matter what." She went on to suggest that being successful in returning from injury, was therefore not simply a matter of things under her control. "Sometimes other things decide how successful you are. You can decide [on your goals] but if things go wrong then you can't change things from happening that are out of your control." Other athletes ($n = 8$), however, felt that continued rehabilitation efforts diminished the likelihood of re-injury. With the exception of Anna, athletes with chronic injury suggested that so long as they continued to perform rehabilitation exercises they could typically control their ability to remain uninjured and therefore be successful in returning from injury.

- success in returning to sport from injury. A major strength of the investigation was the longitudinal design which enabled athletes to reflect on the meaning of success as they actually encountered and experienced moments of "success" and "failure" in their return to sport. This strength helped overcome some of the usual limitations of recall bias and memory loss associated with retrospective designs (Brewer, Van Raalte, Linder, & Van Raalte, 1991). Related to the above, interviewing athletes on multiple occasions provided the researcher with opportunities to clarify and expand upon points from previous interviews. Ongoing meetings also provided the participants with opportunities to reflect upon, expand or shift their understanding and beliefs about success, in light of developments occurring throughout their return to competitive sport. Finally, this investigation provided rich description of the ways in which a relatively homogeneous group of athletes (i.e., national team/junior-level athletes, low sport incomes) defined their success in returning to sport following serious injury. The extent to which these perceptions are generalizable to other types of athletes or sport contexts (e.g., non-western athletes, youth participants, professional or recreational athletes) remains unclear and should be examined in future investigations.
- Notwithstanding the aforementioned strengths, three potential limitations should be noted. First, although athletes provided member checks of the interview transcripts, participant examination of the synopsis sheets and the theme categories would have added further credibility to the findings. Second, in some cases, athletes' training schedules, time commitments and willingness to volunteer time, influenced participant access. Negotiating these constraints is an inherent challenge for researchers conducting longitudinal research with high-level athletes. Informing and reminding participants of the time commitments involved in longitudinal research are essential for maximizing ongoing participation. Finally, given the qualitative nature of the investigation causal inferences cannot be drawn based on the study's findings.
- Conclusion**
- In summary, findings from this investigation contribute to the extant literature in several meaningful ways. First, information on the ways in which athletes perceive their success in returning to sport provides qualitative data on the return outcomes component of Wise-Bjornstal et al.'s (1998) integrated model of injury recovery. In addition, this research provides detailed descriptive information on the conditions under which athletes may be most likely to define themselves as successful in returning to sport following injury. In particular, the extent to which athletes are able to achieve key components identified in this investigation may influence appraisals and/or determinations of success in returning to sport following injury. Finally, results suggest that notions of competence, relatedness and autonomy may form key aspects of athlete definitions of a successful return from injury. This finding suggests that fostering perceptions of competence, autonomy and relatedness may increase the likelihood that athletes view themselves as successful in returning to sport following injury and strengthens the suggestion for further research examining the return from injury within an SDT perspective.
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Documents autorisés : *aucun*

UE 1 : *Tronc commun.*
EC 1.1 : *Sport, Santé, Société.*

Sujet :

En prenant appui sur l'exemple de la médecine du sport, montrez en quoi les biographies individuelles sont susceptibles de marquer durablement les trajectoires professionnelles, au point de faire varier une même compétence pourtant collectivement stabilisée. Etendez la réflexion à vos futurs contextes professionnels.

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^{ème} Session

Année d'études : Master STAPS spécialité EPI
1^{ère} année
Enseignant responsable : Jacques SAURY

Durée de l'épreuve : 2H00
Documents autorisés : *aucun*

UEF 1 : Tronc commun - Sport Santé Société
EC 1.3 – Méthodologie

Question 1 (10 points) (cours de Jacques Saury)

Quels critères principaux distinguent une connaissance scientifique d'autres sortes de discours ou rationalisations, telles que par exemple, les « théories et méthodologies de l'entraînement », les méthodes pédagogiques ou didactiques, etc. ?

Illustrez votre réponse en prenant des exemples dans le domaine des recherches en STAPS.

Question 2 (10 points) (cours de Marina Fortes)

On s'intéresse à l'effet d'un séjour de 3 semaines de pratique adaptée en ski alpin sur le bien-être psychologique de personnes paraplégiques. Trois groupes de sujets sont constitués: le groupe A ne pratique aucune activité physique durant ces 3 semaines. Durant cette même période, les groupes B et C vont respectivement pratiquer le ski à raison de 3h et 6h par jour. L'expérience dure 3 semaines au cours desquelles 4 mesures d'estime de soi sont réalisées à des temps différents : au début de la 1^{ère} semaine (ES1), ainsi qu'à la fin de chaque semaine (ES2, ES3, ES4). On mesure également, en début d'expérience, le niveau d'anxiété (Anx ; anxiété-trait) des sujets.

Question 1 (/5) : a- Quelles sont la ou les variables dépendantes et indépendantes ?
b- Quel est le plan expérimental de cette recherche ?
c- Afin de déterminer si les groupes A, B et C présentent un niveau d'anxiété-trait homogène au début de l'expérience, précisez l'analyse que vous utiliseriez

Question 2 (/1) : *Si vous deviez répondre à la question suivante : quelle analyse utiliseriez-vous ?* « Existe-t-il un effet du nombre d'heures consacré à la pratique du ski alpin à la fin de la dernière semaine pour les groupes B et C ? »

Question 3 (/2) : D'un point de vue méthodologique, et vis-à-vis du plan expérimental proposé, comment se nomme le groupe A et quel intérêt y-a-t-il à maintenir ce groupe dans l'expérimentation qui est proposée ?

Question 4 (/2) : Dans le cas de cette expérimentation, quels sont les principes liés à la validité de la recherche que doit prendre en compte l'expérimentateur ?

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^{ème} session.

Année d'études : *Master EPI 1*
Enseignant responsable : *Franck le Goff*

Durée de l'épreuve : *2 h.*
Documents autorisés : *aucun.*

UE n° 2 *Analyse des situations sportives. Approches théoriques*
EC n° 21 *L'activité dans les situations sportives comme objet d'analyse pluridisciplinaire. Activité/contraintes/effets. Approches anthropologique et sociologique.*

Sujet :

Vous discuterez les enjeux de la notion d'habitus dans l'analyse des situations sportives.

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^{ème} session, 1^{er} semestre

Année d'études : *Master 1 EPI*
Enseignant responsable : *C Cornu*

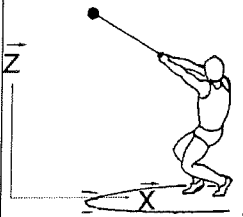
Durée de l'épreuve : *1h*
Documents autorisés : *aucun*

EC 2-4 Analyse du mouvement et des situations sportives : nouvelles technologies

Attention : Vous traiterez chaque partie sur 1 copie séparée

Partie 1 (Anne-Helene Olivier) – 10 pts

1. Expliquez en quoi consistent les analyses cinématique et dynamique d'un mouvement. Donner pour chacune des analyses un exemple de système de mesure.



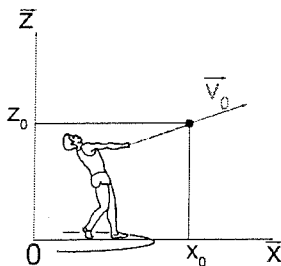
On s'intéresse à la performance au lancer de marteau

2. En quoi l'analyse cinématique de la totalité de ce geste est complexe lorsqu'on utilise une seule caméra ?
3. Faire le bilan des forces extérieures qui s'exercent sur le système lanceur.

On considère la phase de rotation. On s'intéresse aux moments de force associés à la rotation de l'athlète.

4. Qu'est-ce qu'un moment de forces ? Donner la formule qui permet de le calculer en expliquant chacun des termes et en précisant leur unité.

On considère à présent la phase de lâcher.



5. Définir la relation fondamentale de la dynamique.

6. Faire le bilan des forces extérieures s'appliquant sur le marteau en phase aérienne.

7. A partir de la relation fondamentale de la dynamique, expliquez comment calculer les équations horaires $x(t)$ et $z(t)$ du marteau en phase aérienne.

8. En déduire l'expression de la portée du jet.

Partie 2 (Fabien Leboeuf) – 10 pts

1/ Détailler "principe-intérêts-limites" d'un système d'analyse du mouvement à marqueurs passifs

2/ Expliquer les 2 approches permettant d'obtenir la force de réaction au sol lors d'un appui.

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^{ème} session, 1^{er} semestre

Année d'études : *Master EPI 1^{ère} année*
Enseignant responsable : *Marina FORTES*

Durée de l'épreuve : *1h30*
Documents autorisés : *aucun*

UEF 2 : Analyse des situations sportives: approches théoriques
EC 2.5 - Adaptations psychologiques et pratique sportive

Question :

« Dans quelles mesures l'introduction de la théorie des systèmes dynamiques en psychologie sociale permet des renouvellements théoriques et pratiques ? »

Nota : L'orthographe et la présentation seront pris en compte jusqu'à moins 2 points.

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^e session

Année d'études : M1 EPI
Enseignant responsable : Sylvain DOREL

Durée de l'épreuve : 1h30
Aucun document

EC 2.6 – Approches physiologique et biomécanique

1. Définir la fatigue dite centrale. (1.5 points)
2. Expliquez en détail un des outils d'évaluation de cette fatigue. (3 points)
3. Quelles modifications comportementales associées à l'apparition de ce type de fatigue peut-on observer? (2 points)
4. Quels sont les facteurs neurochimiques qui peuvent expliquer cette fatigue? Donnez 2 exemples en citant brièvement leur rôle principal dans le processus de fatigue. (3 points)
5. Expliquez et donnez un exemple de l'implication des boucles sensori-motrices dans ce phénomène de fatigue centrale. (2 points)
6. Un sujet réalise un exercice fatigant sous-maximal à force constante. Expliquez en détail:
 - a) l'évolution attendue des paramètres temporels de l'EMG
 - b) l'évolution attendue des paramètres fréquentiels de l'EMG
 - c) un protocole permettant de mettre en évidence ce type d'évolution sur un groupe musculaire de votre choix (mouvement, articulation, matériel, caractéristique de l'exercice, tests....)Pour les réponses aux a) et b), il est attendu du candidat qu'il expose également les liens entre ces paramètres et certaines qualités neuromusculaires: autrement dit, que reflètent ces paramètres? (5 points)
7. Qu'est-ce qu'une onde M? Comment la mesure-t-on? Quels sont les paramètres de cette onde M classiquement déterminés? Pour estimer/évaluer quelles qualités neuromusculaires ces paramètres sont-ils utilisés?
(3.5 points)

Université de Nantes
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Année universitaire 2010/2011

2^{ème} session

Année d'études : Master 1 EPI
Enseignant responsable : J. Saury

Durée de l'épreuve : 1H
Documents autorisés : *aucun*

**UE 4 Analyse des situations sportives : approches scientifiques et
professionnelles**

EC 4.3 – Connaissances et pratiques des entraîneurs experts

Sujet :

« *L'entraînement : un art ou une science ?* »

Commentez cette question, en vous appuyant conjointement sur les témoignages des entraîneurs, et sur les éléments de synthèse concernant l'expertise des entraîneurs, présentés dans le cours.

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^{ème} semestre, 2^{ème} session

Année d'études : *Master EPI, 1ere année*
Enseignant responsable : *Véronique Thomas-Ollivier, Christophe Cornu, Sylvain Dorel*

Durée de l'épreuve : *1*
Documents autorisés : *aucun*

UE 4 Analyse des situations sportives: approches scientifiques et professionnelles
EC 4.4 Adaptations de la fonction neuromusculaire à l'exercice

Question 1 :

Discuter des spécificités des adaptations induites par la mise en œuvre d'un protocole de renforcement musculaire de type isocinétique vs. isotonique sur la fonction neuromusculaire (4 pts) : quelle modalité de contacts préconiserez vous si vous deviez mettre en place un protocole visant la réathlétisation d'un patient revenant par exemple à une pratique sportive après une période d'immobilisation plâtrée. Justifiez (2 pts).

Question 2 :

La réalisation d'un mouvement volontaire implique les différents niveaux du névraxe. Quels sont les fonctions de l'étage cortical et les signes lésionnels caractéristiques? (6 points)

Question 3 (8 points)

Expliquez les variables quantitatives et qualitatives mesurables par l'EMG qu'il est intéressant d'étudier afin de caractériser les coordinations musculaires. Dans le cadre de l'étude de ces coordinations, citez et expliquez les principaux éléments à garder à l'esprit lors de l'interprétation physiologique et biomécanique de ces données EMG.

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^{ème} session

Année d'études : Master 1 EPI
Enseignant responsable : J. Saury, N. Hauw, J.
Bourbousson

Durée de l'épreuve : 1H
Documents autorisés : *aucun*

**UE 4 Analyse des situations sportives : approches scientifiques et
professionnelles**
EC 4.5 - Dynamique de l'activité et des processus psychologiques en sport

Sujet : vous traiterez les deux sujets suivants.

Attention : utilisez une copie d'examen différente pour le traitement de chaque sujet, en indiquant le numéro du sujet et le nom de l'enseignant concerné.

Sujet 1 (N. Hauw) (10 points)

Commentez la citation suivante de Carron and Brawley (2000, p.95) portant sur la nature dynamique de la cohésion au sein d'une équipe, et envisagez les stratégies susceptibles de favoriser l'atteinte et le maintien de la performance du groupe dans le temps.

"Cohesion is not a trait. Cohesion in a group can (and most likely does) change over time in both its extent and various forms (e.g., GI-T, GI-S, ATG-T, ATG-S) throughout the process of group formation, group development, group maintenance, and group dissolution. " (Carron & Brawley, 2000, p.95).

Vous justifierez votre réflexion en vous appuyant sur des références précises.

Sujet 2 (J. Saury) (10 points)

Les joueurs d'une même équipe doivent-ils nécessairement partager les mêmes connaissances pour se coordonner efficacement et réaliser une haute performance collective ?
Argumentez et illustrez votre réponse.

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^{ème} session, 2^{ème} semestre

Année d'études : *Master 1 « EPI »*
Enseignant responsable : *B. Papin*

Durée de l'épreuve : *1 heure*
Documents autorisés : *aucun*

UE 4 : Analyse des situations sportives : Approches scientifiques et professionnelles
EC 4.7 : Dimensions sociales et culturelles des activités physiques et sportives

Sujet :

« Toute immuable qu'elle pouvait paraître, la règle sur le respect de l'amateurisme a fini par disparaître afin de satisfaire les objectifs de ceux qui avaient le plus de pouvoir au sein de l'institution. Cependant, force est de constater que le mythe d'un sport pur et désintéressé, allié au panoptisme, a résisté longtemps aux assauts de ses opposants. Ce constat démontre que, même fondé sur une illusion, le pouvoir institutionnel peut être fort et résister longtemps à la puissance des joueurs ».

Bernard Allain. La complexité de la professionnalisation du rugby à XV, in Olivier Chovaux et William Nuytens. Rugby: un monde à part? Enigmes et intrigues d'une culture atypique. 2005.

Commentez cette assertion de Bernard Alain pour analyser le processus de professionnalisation des différents sports.

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^{ème} session, 2nd semestre

Année d'études : **Master 1^{ère} année « EPI »**
Enseignant responsable : **M. BERNIER**

Durée de l'épreuve : **1h**
Documents autorisés : **aucun**

UE 4 : Analyse des situations sportives : approches scientifiques et professionnelles
EC 4.11 : Techniques de préparation mentale

Sujet :

Quels sont les intérêts de l'imagerie mentale dans l'entraînement de sportifs ? Donnez des exemples de situations d'entraînement basées sur l'imagerie mentale que vous pourriez mettre en place dans une discipline sportive de votre choix.

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^{ème} session

Année d'études : Master 1 EPI et SSSATI
Enseignant responsable : Brice Tonini

Durée de l'épreuve : 2h
Documents autorisés : *aucun*

UE 9 – Environnement et services sportifs
EC 9.1 – Sciences sociales et politiques sportives

Sujet :

Pourquoi les collectivités territoriales ont-elles fréquemment recours au sport dans leurs politiques publiques ?

Université de Nantes
UFR STAPS

Année universitaire 2010/2011

2^{ème} Session

Année d'études : Master STAPS 1^{ère} année EPI
Enseignant responsable : Marina Fortès, Thibault Deschamps

Durée de l'épreuve : 1h
Documents autorisés : *aucun*

UE 4 : Analyse des situations sportives : Approches scientifiques et professionnelles
EC 4.2 – Méthodologie de la recherche

Question 1 (12 points)

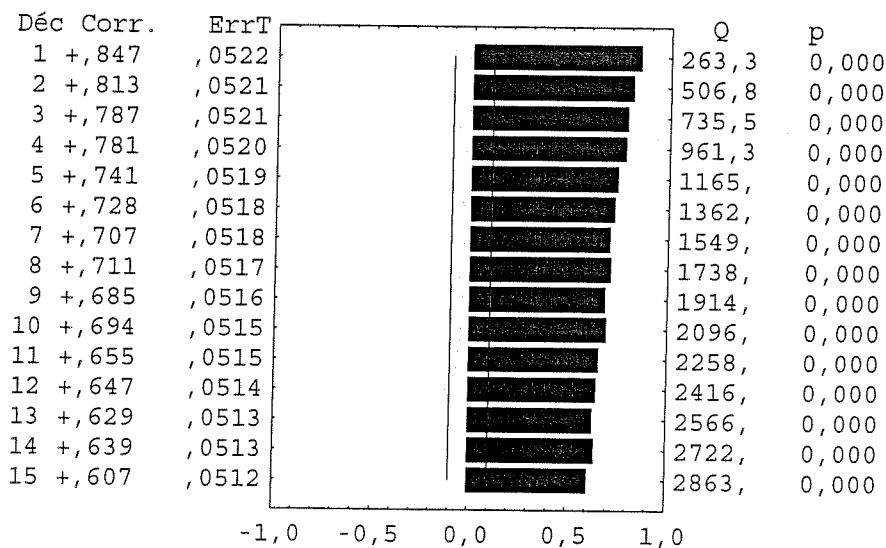
A propos des recherches en STAPS, vous discuterez des intérêts et limites associés aux analyses de séries temporelles.

Question 2 (6 points)

Présentez de façon détaillée les 3 étapes proposées par Box & Jenkins pour réaliser les analyses de séries temporelles

Question 3 (2 points)

A quoi correspond le graphique présenté ci-dessous ? Et quelle est son utilité dans la démarche d'analyse ?



Université de Nantes
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Année universitaire 2010/2011

2ème session, 2nd semestre

Année d'études : **Master 1^{ère} année « EPI »**
Enseignant responsable : **F. DAUSSE**

Durée de l'épreuve : **1h**
Documents autorisés : **aucun**

UE 4 : Analyse des situations sportives : approches scientifiques et professionnelles
EC 4.1 : Analyse de la performance et méthodologie de la performance

Sujet : réadaptation après blessure

Lors d'un 100 mètre un sprinter se fait une lésion de stade II aux ischios jambiers. Après 3 semaines de soins, cet athlète vous est confié avec l'autorisation de reprise de course, vous l'accompagnerez jusqu'au retour à la compétition.

Après avoir décrit succinctement la phase de rééducation, vous développerez et justifierez la phase de réadaptation.

« XXX »