

SPM 5181 Athlete Development

SPRING 2022

3 Credits

Course Numbers: 23993, 17343, 21024

COURSE INFORMATION:

Sections: 23993, 17343, 21024

Instructors:

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COURSE WEBSITE:

<http://elearning.ufl.edu/>

REQUIRED COURSE TEXT:

1. Holstein, J., Jones, R., & Koonce, G. (2014). Is There Life After Football?: Surviving the NFL.

All other required readings are posted on the Canvas course website.

COURSE DESCRIPTION:

This course will provide an overview and study of the main skills utilized by athlete development specialists including how to manage the intersection of elite athletes and sport media, athlete career transitions, athlete mental health and the fundamentals of athlete personal finance.

COURSE OBJECTIVES:

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

- Comprehend the discipline of athlete development and the many career opportunities available in the industry
- Comprehend the Athlete Development Literacy Model and how to create programming around many of the identified literacies.
- Demonstrate how effective public relations can establish, maintain, and improve athlete's relationships with media, fans, sponsors, and the public.
- Design and develop plans for how athletes can promote positive messages through various forms of media
- Demonstrate how athletes can manage media challenges and opportunities they may face
- Identify and implement assessment tools used to guide athletes through appropriate career transitions
- Comprehend how athlete's interests, education, skills, and abilities provide the foundation for successful career transitions.
- Understand the importance of managing student athlete's mental health issues and establishing a mental health referral plan.
- Recognize warning signs of clinical mental health issues.
- Describe the fundamentals of personal finance to enable athlete financial security
- Assist athletes in their basic awareness and understanding of the importance of personal finance.

COURSE FORMAT:

This course is taught completely online through the Canvas learning management system. Students are expected to view all of the course lectures, participate in all assigned discussion boards, and complete all assignments through the course website.

Students should adhere to the university policies regarding academic misconduct (i.e., plagiarism, cheating, or other dishonest representations of academic work). Students in violation of these policies will be subject to the university's academic misconduct procedures.

GENERAL EVALUATION GUIDELINES:

Grades will conform to the degree to which each of the requirements stressed in class is met in the various assignments and projects.

ASSIGNMENTS:

Students will be responsible for completing a FIVE-PART athlete development kit assignment, participating in discussion boards, two book club assignments, and submitting four discussion question/essay assignments.

GRADING SCALE:

Assignment	Points	Due Date
ADR Kit Part 1- Athlete Personal Communication Resources	20	February 6th (Sunday)
ADR Kit Part 2- Athlete Personal Branding Resources	20	February 27th (Sunday)
ADR Kit Part 3- Athlete Career Planning Resources	20	April 3rd (Sunday)
ADR Kit Part 4- Mental Health Resources	20	April 17th (Sunday)
ADR Kit Part 5- Athlete Financial Literacy Workshop	20	April 24th (Wednesday)
Book Club Session 1	20	Discussion Question Due Feb. 1 Reflection Due Feb 4th
Book Club Session 2	20	Discussion Question Due Mar. 29 Reflection Due Apr. 1st
Module 1 Discussion Question Assignment	20	January 28th (Friday)
Module 2 Discussion Question Assignment	20	February 25th (Friday)
Module 3 Discussion Question Assignment	20	April 1st (Friday)
Module 4 Discussion Question Assignment	20	April 15th (Friday)
Discussion Board 1- Intros and DISC	10	January 11th and 13th (T/TH)
Discussion Board 2- Athletes and Media	10	February 15th and 17th (T/TH)
Discussion Board 3- Athletes and Transitions	10	March 22nd and 24th (T/TH)
Discussion Board 4- Mental Health and Athletes	10	April 5th and 7th (T/TH)

Total Points: 260 points

A	=	93-100%
A-	=	90 – 92.9%
B+	=	87-89.9%
B	=	83-86.9%
B-	=	80 – 82.9%
C+	=	77-79.9%
C	=	73-76.9%
C-	=	70 – 72.9%
D+	=	67-69.9%
D	=	60-66.9%
E	=	59.9 or lower

ADDITIONAL COURSE POLICIES**Honor Code Policy:**

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

The following pledge will be either required or implied on all work:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment”

It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances, which may facilitate academic dishonesty.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Attendance and Make Up Policy: Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/graduate/regulations/#text>

Getting Help:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Course Outline

Module 1

The Field of Athlete Development

In this module, students will gain an understanding of the discipline of athlete development and the many career opportunities available in the industry. Further, students will be introduced to the curriculum model for the course, the Athlete Development Literacy Model.

Week 1- Athlete Development Course Introduction (Jan. 5 - 7)

- a. Introduction to the Course and Syllabus (Sagas and Lyle)
- b. Defining Athlete Development (Sagas)
- c. Working as an Athlete Development Specialist (Carr)

Week 2- Athlete Development as an Academic Discipline (Jan. 10 - 14)

- a. The Athlete Development Literacy Model (Sagas)
- b. Athlete Development as Individualized Work: Using DISC (Sagas)
- c. Introduction of Athlete Development in Youth Sports (Sagas)
- d. Life Skills and Positive Youth Development Through Sports (Sagas)

Discussion Board 1- Intros and DISC

Week 3- The Athlete Development Industry (Jan. 18 - 21)

- a. Athlete Development Specialist as a Trusted Advisor (Barnes)
- b. Building your ADS Referral Network (Barnes)
- c. An Overview of Athlete Development Programs (Foyle)
- d. Athlete Development in the National Rugby League (Hepenstal)
- e. Athlete Development in the NRL Players Association (Aravena)
- f. Athlete Development in Professional Sports (WiAD Session)

Week 4: (Jan. 24 - 28)

Module 1 Discussion Question Assignment

ADR Kit Part 1- Athlete Personal Communication Resources

Week 5: (Jan. 31 - Feb. 4)

Book Club Session 1

Module 2

Athletes, Media, and Branding

In this module we will focus on how effective public relations can establish, maintain, and improve athlete's relationships with media, fans, sponsors, and the public. We will cover the importance of both traditional and social media platforms and how to work with both. We will also take a look at how athletes can manage media challenges and opportunities they may face. Ultimately, this module is about developing skills about the sports industry and its relationship with the media in order to aid athletes at all levels of competition in their interactions with media and the public.

Week 6: Athlete Branding Development (Feb. 7 - 11)

- a. Athlete Branding and NIL: An Academic Perspective (Kunkel)
- b. Athlete Media Training in the Era of NIL (Bloomston)
- c. Practical Tips for Utilizing your Brand (Glez and Burk, Athletes Soul)
- d. Being Your Best on Social Media (DeShazo)

Week 7: Training Athletes to Interact with Media (Feb. 14 - 18)

- a. Communicating with Public and Media about Difficult Topics (Williams)
- b. Public Speaking and Presence (Williams)
- c. Race and Resistance: A Typology of Sport Activism (Carter)

Discussion Board 2- Athletes and Media

Week 8: (Feb. 21 - 25)

ADR Kit Part 2- Athlete Personal Branding Resources Module 2 Discussion Question Assignment

Module 3

Athlete Career Development and Transitions

Through this module, students will understand the latest science related to transitions and career development and be equipped to identify and implement assessment tools used to guide athletes through appropriate career transitions. Further, students will comprehend how athlete's interests, education, skills, and abilities provide the foundation for successful career transitions and career development.

Week 9: Athlete Transitions In and Out of Sport (Feb. 28 – Mar. 4)

- a. Overview of Athlete Transitions (Carr)
- b. Youth and College Athlete Transition Issues (Carr)
- c. Professional Athletes and Life After Sports (Carr)
- d. What's Next?: The Difficult Transition for Athletes (Doha Goals Forum)
- e. The Stages of the Sport Career Transition (Sagas)

Week 10: Career Development and the Sport Career Transition Planning (Mar. 14 - 18)

- a. Athletic Identity and Its Impact on the Sport Career Transition (Wendling)
- b. Career Literacy for Athletes (Sagas)
- c. Career Planning Through Self-Awareness (Williams)

Discussion Board 3- Athletes and Transitions

Week 11: (Mar. 21 – Mar. 25)

Module 3 Discussion Question Assignment

ADR Kit Part 3- Athlete Career Planning Resources

Book Club Session 2 (Due in Week 12- Mar. 29 and Apr. 1)

Module 4

Athlete Mental Health

This module's purpose is to increase students' knowledge of mental health challenges athletes face. Through this module, students will understand the importance of managing student athlete's mental health issues, gain knowledge in six clinical issues, and be provided mental health best practices. Students will look at professional athletes' stories to understand the complexities of mental health in elite athletes. Further, students gain the ability to create a mental-health help-seeking environment, recognize warning signs of mental health issues, and identify when to refer athletes to mental health specialists.

Week 12: Athlete Mental Health and Referring Athletes (Mar. 28 - Apr. 1)

- a. Managing Mental Health (Seitz)
- b. Depression and Suicide (Seitz)
- c. Generalized Anxiety (Seitz)
- d. Substance Abuse (Seitz)
- e. Disordered Eating (Seitz)
- f. Sleep Issues (Seitz)
- g. Referring Athletes (Lyle)

Week 13: Athletes' Mental Health Stories (Apr. 4 – 8)

- a. Hayden Hurst's Second Chance in Life | Breaking the Stigma Around Mental Health
- b. Alexi Pappas: I Made It to the Olympics. I Wasn't Ready for What Happened Next
- c. Michael Phelps and DeMar DeRozan Sit Down With Taylor Rooks to Discuss Mental Health
- d. Kevin Love's panic attack: I was afraid for my life

Discussion Board 4- Mental Health and Athletes

Week 14: (April 11 - 15)

Module 4 Discussion Question Assignment ADR Kit Part 4- Mental Health Resources

Module 5

Athlete Financial Literacy and Behavior

Through this module, students will gain an appreciation of the fundamentals of personal finance to enable athlete financial literacy and security. Further, students will gain an understanding of ways to assist athletes in their basic awareness and understanding of the importance of personal finance.

Week 15: Financial Literacy Basics for Athletes (Apr. 18 - 20)

- a. How to Keep It: Legal Basics (Harrod Interview #1)
- b. How to Keep It: The Three Phases of Athletes and Money (Harrod Interview #2)
- c. Seminar on Financial Education for Athletes (Speaker TBA)

Week 16: (Apr. 25 - 29)

ADR Kit Part 5- Athlete Financial Literacy Workshop