

SPM 5181 Athlete Development

Spring 2023

3 Credits

COURSE INFORMATION:

Sections: 22238, 16778, 20061

Lead Instructor:

Michael Sagas, EdD

Professor, Dept. of Sport Management

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Co-Instructors:

Shelley Lyle, MS

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Kevin Carr, MS

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Leading Book Clubs and assisting with Module 3

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 will be 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:

- Deconstruct and analyze the discipline of athlete development and the many career opportunities available in the industry.
- Analyze the Athlete Development Literacy Model and how to create programming around many of the identified literacies.
- Evaluate how effective branding 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.
- Develop further analytic processes on how athlete's interests, education, skills, and abilities provide the foundation for successful career.
- Evaluate and interpret the importance of managing student athlete's mental health issues and establishing a mental health referral plan.
- Recognize the warning signs of six clinical mental health issues and implement suggested proactive preventive measures.
- Describe the fundamentals of personal finance to enable athlete financial security.
- Create methods to assist athletes in their basic awareness and understanding of the importance of personal finance.
- Describe the fundamentals of sport science and advance a basic understanding of sport science literacies necessary to the work of an athlete development specialist.
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COURSE FORMAT:

This course is being taught completely online through the Canvas learning management system. Students are also 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, submitting four discussion question assignments, and a Sport Science Resource Board.

GRADING SCALE:

Assignment	Points
ADR Kit Part 1- Athlete Personal Communication Resources	20
ADR Kit Part 2- Athlete Personal Branding Resources	20
ADR Kit Part 3- Athlete Career Planning Resources	20
ADR Kit Part 4- Mental Health Resources	20
ADR Kit Part 5- Athlete Financial Literacy Workshop	20
Book Club Session 1	20
Book Club Session 2	20
Module 1 Discussion Question Assignment	20
Module 2 Discussion Question Assignment	20
Module 3 Discussion Question Assignment	20
Module 4 Discussion Question Assignment	20
Discussion Board 1- Intros and DISC	10
Discussion Board 2- Athletes and Media	10
Discussion Board 3- Athletes and Transitions	10
Discussion Board 4- Mental Health and Athletes	10
Athlete Development Literacy Pre-Course Questionnaire	5
Athlete Development Literacy Post-Course Questionnaire	5
Sport Science Resource Board	30

Total Points: 300 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 Graduate 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/ugrad/current/regulations/info/attendance.aspx>.

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 as an Academic Discipline (Jan 9 - 13)

Lectures

- A. Introduction to the Course and Syllabus (Sagas)
- B. Defining Athlete Development (Sagas)
- C. Athlete Development Literacy Models (Sagas)
- D. Athlete Development as Individualized Work: Using DISC (Sagas)

S1: Introduction of Athlete Development in Youth Sports (Sagas)

S2: Life Skills and Positive Youth Development through Sports (Sagas)

Interviews

- E. Trends in Athlete Development (Carr)

S3: PAADS Keynote- An Overview of Athlete Development Programs (Foyle)

Athlete Development Literacy Pre-Course Questionnaire (Due Jan 13)

Week 2- Working as an Athlete Development Specialist (Jan 17 - 20)

Lectures

- A. Building your Network (Barnes)
- B. Athlete Development Specialist as Trusted Advisor (Barnes)

Interviews

- C. Working as an Athlete Development Specialist (McClendon)
- D. Establishing Rapport with Your Athletes (Lawson)
- E. Athlete Development in the NFL (Ellias)
- F. Athlete Development in the NBA (Parks)
- G. Differences between College & Pro AthDev (Brown & Ibeabuchi)

S1: Athlete Development in the Private Sector (Kuehne)

S2: Establishing Rapport with Athletes (Bovee)

S3: Athlete Development in the NFL (Morissey)

S4: Athlete Development in the National Rugby League (Hepenstal)

Discussion Board 1- Intros and DISC Drop (Due Jan 17 and 19)

Week 3: (Jan 23 -27) Book Club Session I

- A. Live "Book Club Session with an ADS" via Zoom on **Tuesday or Wednesday (Jan 24 or 25)**

- Time TBA, recording posted on same day for student unable to attend the Live session

Book Club Session 1 (Due Jan 23 and Jan 27)

Week 4: Module 1 Assignments (Jan 30 - Feb 3)

Module 1 Discussion Question Assignment (Due Feb 1)

ADR Kit Part 1- Athlete Personal Communication Resources (Due Feb 3)

Module 2- Athletes, Media, and Branding

In this module we will focus on how effective branding 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 5: Athlete Branding Development (Feb 6 - 10)

Lectures

- A. Practical Tips for Utilizing your Brand (Glez and Burk)**
- B. Being Your Best on Social Media (DeShazo)**
- C. Name, Image and Likeness for the ADS (Dosh)**

Interviews

- D. Building and Maintaining the Athlete's Image (Kunkel)**
- E. Athlete Personal Branding (Curran)**

S1: Athlete Personal Branding with Steve Bitter (Athletes Soul)

Week 6: Training Athletes to Interact with Media (Feb 13 - 17)

Lectures

- A. Taylor Williams Introduction (Williams)**
- B. Communicating with Public and Media about Difficult Topics (Williams)**
- C. Public Speaking & Presence (Williams)**
- D. Race and Resistance: A Typology of African American Sport Activism (Cooper)**

S1: Crisis Communication (Schmittel)

Interviews

- E. Athlete Media Training with Game On (Bloomston)**
- F. Social Justice, Equity and Advocacy in Professional Sports (Morrow and Heyward)**

S2: 2018 ADS Summit Etan Thomas on Athlete Activism

S3: Athlete Activism - NFL and NBA Perspectives - ESPN Town Hall at UF

Discussion Board 2- Athletes and Media (Due Feb 14 and 16)

Week 7: Module 2 Assignments (Feb 20 - 24)

Module 2 Discussion Question Assignment (Due Feb 22)

ADR Kit Part 2- Athlete Personal Branding Resources (Due Feb 24)

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 8: Athlete Transitions In and Out of Sport (Feb 27 - Mar 3)

Lectures

- A. Overview of Athlete Transitions (Carr)
- B. Stages of the Sport Career Transition (Sagas)
- C. Athletic Identity and Its Impact on the Sport Career Transition (Wendling)
- D. Identity Work and Self-Awareness (Plunkett)
- E. Sport Career Transition Resources (Plunkett)

Interviews

- F. What's Next?: The Difficult Transition for Athletes (Doha Goals Forum)
 - S1: Youth and College Athlete Transition Issues (Carr)
 - S2: Professional Athletes and Life after Sports (Carr)

Week 9: Athlete Transitions to Life After Sports and Career Development (Mar 6 - 10)

Lectures

- A. Theoretical Approaches to Career Transition Planning (Plunkett)
- B. Career Literacy for Athletes (Sagas)
- C. Energy mapping (Williams)
- D. Odyssey planning (Williams)
- E. Values & Decision Making (Williams)
 - S1: Networking in the Age of Zoom (Burk, Athletes Soul)

Discussion Board 3- Athletes and Transitions (Due Mar 7 and Mar 9)

**UF Spring Break (March 13-17): Receive Instructions for the Final Project:
Sport Science Resource Board- Due May 3rd**

Week 10: Module 2 - Athlete Development and Transitions Assignments (Mar 20 - 24)

- Module 3 Discussion Question Assignment (Due Mar 22)**
- ADR Kit Part 3- Athlete Career Planning Resources (Due Mar 24)**

Week 11: Book Club Session II (Mar 27 - 31)

Book Club Session 2 (Due March 27 and March 31)

- B. Live "Book Club Session with an ADS" via Zoom on **Tuesday or Wednesday (Mar 28 or 29)**
 - Time TBA, recording posted on same day for students unable to attend the Live session

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 (Apr 3 - 7)

Lectures

- 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 for Mental Health Support (Lyle)

Interviews

- 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 (Due Apr 4 and Apr 6)

Week 13: Module 4 - Athlete Mental Health Assignments (Apr 10 - 14)

Module 4 Discussion Question Assignment (Due Apr 12)

ADR Kit Part 4- Mental Health Resources (Due Apr 14)

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 14: Module 5 Athlete Financial Literacy and Behavior (Apr 17-21)

Lectures

A. Financial Literacy for College Athletes (Di Virgilio)

Interviews

B. Financial Literacy for Professional Athletes (Tony Davis)

C. How to Keep It: Legal Basics (Harrod Interview #1)

D. How to Keep It: The Three Phases of Athletes and Money (Harrod Interview #2)

Week 15: Module 5 – Athlete Financial Literacy Assignment

ADR Kit Part 5- Athlete Financial Literacy Workshop (Due Apr 26)

Week 16: Final Assignments (May 1 -5)

Athlete Development Literacy Post-Course Questionnaire (Due May 1)
Sport Science Resource Board (Due May 3rd)