

Attention & Emotion in Tactical Populations

PET 5936 | Class 24387 | 3 Credits | FALL 2024

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Course Info

INSTRUCTOR

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OFFICE HOURS

Excluding UF Holidays:

Tuesday: 1100am-100pm

Wednesday: 930-1130am

Available by appointment when scheduled at least 1 business day in advance.

COURSE ACCESS

Access course through Canvas on UF e-Learning

<https://elearning.ufl.edu/> & the **Canvas** mobile app by **Instructure**

COURSE DESCRIPTION

This course addresses the fundamental links between emotion and attention and the role they play, influencing motivation, behavior, decision-making, and skill acquisition and execution for elite performance.

COURSE OVERVIEW

PET 5936 – Attention and Emotion in Tactical Populations - Over time, humans have proven to be extremely adaptable and resilient even in the face of the most extreme situations. However, to perform under pressure, when it matters most, success or failure is often the result of our cognitive-affective abilities to meet the demands faced. In other words, what we think and feel directly influences what we attend to and how we act. The ability to direct attention to what matters in the moment and the ability to focus effectively is an essential prerequisite of highly skilled performance. Understanding theory and translating theory to practice is fundamental for tactical athletes, instructors, and practitioners alike. In this course we will explore emotion, the cognitive underpinnings of attention, the interplay of emotion and attention, and how attention affects skill acquisition and skilled motor performance. Lastly, we will explore several strategies for regulating emotion and developing world class attention.

PREREQUISITE KNOWLEDGE AND SKILLS

Students must hold Graduate Student classification based on the UF Registrar's class student Classifications system (<https://catalog.ufl.edu/UGRD/academic-regulations/student-classifications/>). Or, students must acquire instructor approval.

REQUIRED AND RECOMMENDED MATERIALS

Required:

- Goleman, D. (2015). Focus: The Hidden Driver of Excellence. ISBN: 978-0-06-211496-9

Additional materials will be assigned and available through the UF E- Learning Canvas course shell.

COURSE FORMAT

The course is organized into 8 modules. Within each module, students will have the opportunity to engage in course content and graded learning activities. The learning activities are designed to catalyze student achievement of the following course goals and objectives.

COURSE LEARNING OBJECTIVES:

1. To facilitate opportunities for student understanding of:

- the scientific evidence and theoretical perspectives that provide insight into how emotion and attention influence the performance of human movement and decision making in tactically diverse conditions and extreme environments.
- the interdependence and influence of various emotions on attention, motivation, and human behavior, including judgements, reasoning, and decision-making.
- perception-action coupling.
- commonly utilized psychological strategies for enhancing emotion regulation and attention control.

2. To facilitate student's skill development in:

- retrieving, evaluating quality, and identifying applicability of emerging scientific literature in cognitive and affective psychology.
- engaging in critical, constructive, and diplomatic academic discussions of relevant psychology topics and scientific literature.
- effective written communication of scientific knowledge in performance psychology.
- the application of attention control training and emotion regulation strategies.

Course & University Policies

ATTENDANCE POLICY

Requirements for class attendance (participation) and make-up exams, assignments, and other work in this course are consistent with university policies

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

PERSONAL CONDUCT & ACADEMIC INTEGRITY

Students are expected to exhibit behaviors that reflect highly upon themselves and the University. UF students are bound by The Honor Pledge which states:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

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

The [Student Honor Code and Conduct Code \(Regulation 4.040\)](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. Students are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor, graduate assistant, or teaching assistant in this class.

APPROPRIATE USE OF AI TECHNOLOGY

The UF Honor Code strictly prohibits *cheating*. The use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity’s express consent or without proper attribution to the other person or Entity is considered *cheating*. Additionally, the use of any materials or resources, through any medium, which the Faculty / Instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes *cheating*.

COPYRIGHT STATEMENT

The materials used in this course are copyrighted. Course content is the intellectual property of Garrett Beatty, and property of the University of Florida. Course content may not be duplicated in any format without explicit permission from the College of Health and Human Performance, UF, and Garrett Beatty. Course content may not be used for any commercial purposes. Individuals violating this policy may be subject to disciplinary action or legal litigation from the University and other injured parties.

EXAM MAKE-UP POLICY

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Unless excused based on University policies (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), missed examinations and non-submitted or late assignments will be not be evaluated and will be assigned a grade of 0.

Obtaining approval for make-up exams or make-up assignments is the responsibility of the student. Students with medical or emergency related circumstances should utilize the UF Care Team’s Contact My Instructor service (<https://care.dso.ufl.edu/instructor-notifications/>) provided by the UF Dean of Students Office.

Any non-medical or emergency related circumstances require students to submit a written request explaining why an exception is being requested. The written request must include official documentation that provides proof that the missed coursework was due to acceptable reasons outlined by University policy.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Getting Help

HEALTH & WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the [UF Health Emergency Room and Trauma Center website](#).
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

ACADEMIC RESOURCES

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints & Grievances:** Students are encouraged to communicate first with the involved person(s), but [here](#) is more information on the appropriate reporting process.

APK ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu

- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hhp.ufl.edu
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

Student learning will be evaluated through contribution to the Yellowdig online community, guided course discussions, a book review, 2 case study assignments, and 2 exams. Specific assignment details are provided on the course website <https://lss.at.ufl.edu/>.

- **Yellowdig [Learning Community] - 10%:** Yellowdig is meant to be an information venue for the class to share information and thoughts relevant to the class material and allow us to create a sense of community while reflecting on and applying what you are learning in the course. Details are provided in Canvas. Students are expected to engage in Yellowdig weekly and meet the weekly points minimum.

Criteria for Yellowdig

Points for the Yellowdig assignment are accrued throughout the semester and derived from engagement in the Yellowdig community on a weekly basis. The weekly point goal is 1,000 points, but students can earn up to 1,300 points per week. **Each week the goal should be to maximize the point earning goal.** Engagement can consist of asking questions related to the course, answering peer's questions, creating, and engaging in your own debates, sharing media and commentary as it relates to the course.

- **Quora [Online Discussion] - Weeks 2, 4, 6, 9, 12, & 16; 10%.** A discussion question will be posted periodically, throughout the term to Canvas that will challenge your ability to think critically and communicate in written form. Your entries should be thoughtful and articulate and should demonstrate your ability to apply course content. Responses to the discussion post should be no less than 500 words and should be posted on Canvas each Wednesday of the assigned week by 11:59pm EST. Do not summarize the course contents, instead present us with your thoughts and reactions and use course content to support, with evidence your thoughts and reactions. You must also respond to two of your classmates' posts no later than Sunday of the week assigned by 11:59pm EST. All responses must be done so with respect and decorum. Your discussion post should be free of major errors in grammar, spelling, and punctuation.

Grading Criteria for Quora

1. The initial post is an original one- to two-paragraph response to the instructor-posted question.
2. Initial posting is completed by 11:59 pm on the Wednesday the Quora is created.
3. Two additional posts are completed by 11:59 on Sunday of the week the Quora is created. Each post is in response to other students' original entries that comment on and advance the posts of others.
4. Posts are substantive, present your own ideas and use references where appropriate to support and advance ideas. Equally build on the posts of others, or asks questions to further the discussion (i.e., postings don't just give praise).
5. Posts are supported by relevant sources and are properly referenced.
6. Posts are clearly written with proper spelling and grammar.

7. All questions posed by the instructor and/or fellow classmates are answered in a timely manner (i.e., within 2 weeks of the beginning of the forum)

With the above criteria in mind, scores for each online discussion will be assigned as follows:

10 points	fully meets all criteria
8 points	fully meets Criterion 1, and four to seven of Criteria 2-8
6 points	fully meets Criterion 1, and one to four of Criteria 2-8
4 points	fully meets Criterion 1
0	Does not meet Criterion 1

- **Focus: The Hidden Driver of Excellence [Book Review] Week 14; 20%.** You be will required to write a book review from the required *book by Daniel Goleman, Focus: The Hidden Driver of Excellence*. The goal here is to reflect on the writings of Goleman and consider how his work relates to the emotion-attention literature. *Additional information and guidelines are available within the Assignments content area.*

Grading Criteria for Book Review

Element	Met	Partially Met	Not Met
Q#1: Summary & Analysis (25 points)	Summary & Analysis is sufficiently detailed and includes strengths and weaknesses and personal reactions. Citations are included to support the response.	Summary & Analysis is partially detailed and includes strengths and weaknesses and personal reactions. At least one citation is included to support the response.	Summary & Analysis is not included nor includes strengths and weaknesses or personal reactions and/or no citations are included.
Q #2: Passage Summary (20 points)	3 - 5 specific passages that have had the greatest impact on you are identified and sufficiently detailed. Citations are included to support the response.	3 - 5 specific passages that have had the greatest impact on you are identified and partially detailed. At least one citation is included to support the response.	3 - 5 specific passages that have had the greatest impact on you have not been identified or they are not detailed and no citations are included.
Q #3: Personal Reflection (15 points)	You have sufficiently identified why these passages have had an impact on you. Citations are included to support the response.	You have partially identified why these passages have had an impact on you. At least one citation is included	You have not sufficiently identified why these passages have had an impact on you and no citations are included.

		to support the response.	
Q #4: Theory to Practice (25 points)	You have sufficiently connected each passage to a theory addressed throughout the course explained in detail. Citations are included to support the response.	You have partially connected each passage to a theory addressed throughout the course. At least one citation is included to support the response.	You have not adequately connected each passage to a theory addressed throughout the course. Citations are not included to support the response.
Q #5: Application (10 points)	You have sufficiently identified how you will apply these principles to your practice or coaching	You have partially identified how you will apply these principles to your practice or coaching	Application to practice or coaching is not discussed.
APA Style (5 point)	Citations are included and written in correct APA style.	Citations are included. There are some minor APA style errors.	Citations are not included and/or there are numerous APA style errors.

- **Putting it Together [Case Study] Weeks 6 & 15; 30%.** A case study will be assigned based on the material covered up to that point in the course. Your written submission of the Case Study should include each of the following elements:

Element	Met	Partially Met	Not Met
Identification of the Main Issues (25 points)	Identifies and demonstrates an understanding of all the presenting challenges in the case study.	Identifies and demonstrates an understanding of most of the presenting challenges in the case study.	Identifies and demonstrates an understanding of some of the presenting challenges in the case study.
Analysis of the presenting concerns (25 points)	Insightful and thorough analysis of all the presenting concerns.	Insightful and thorough analysis of most of the presenting concerns.	Insightful and thorough analysis of some of the presenting concerns.
Effective Solutions and Interventions (25 points)	Thoughtful and thorough intervention and protocol addressing all of the issues in the case study.	Thoughtful and thorough intervention and protocol addressing most of the issues in the case study.	Thoughtful and thorough intervention and protocol addressing some of the issues in the case study.
Connecting Theory to Practice with links to	All intervention strategies are adequately supported	Most intervention strategies are adequately supported	Some intervention strategies are adequately supported

course readings and relevant research. (20 points)	with relevant research and links to course readings.	with relevant research and links to course readings.	with relevant research and links to course readings.
APA Style (5 point)	Citations are included and written in correct APA style.	Citations are included. There are some minor APA style errors.	Citations are not included and/or there are numerous APA style errors.

- **Coaches Challenge [Tests] – Weeks 7 & 16; 30%.** There will be 2 tests throughout the semester based on the assigned readings and supplemental course materials. Each test will be completed via Canvas. Tests will consist of multiple choice, true/false, and/or short answer questions. If you miss a test it may be made up at the discretion of the instructor provided adequate notice is afforded in advance of the test and appropriate documentation is provided within 24hrs of the test.

Additional information and guidelines are available within the Assignments content area.

Final grade composition:

- Yellowdig: 10%
- Quora: 10%
- Book Review: 20%
- Case Study: 30%
- Tests: 30%

Notes:

- Grades will not be rounded
- e.g. a 92.99% will not be rounded to a 93.00%.
- Grades of “I”, “X”, “H”, or “N” will not be given except in cases of a documented, catastrophic occurrence.

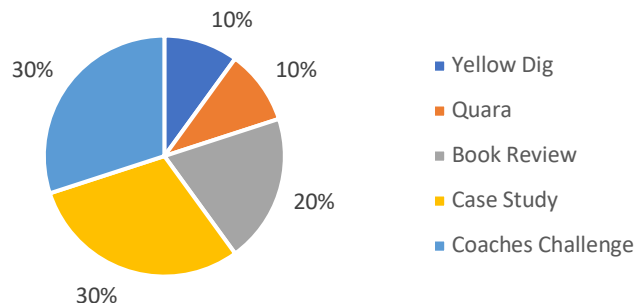
Course letter grades based on cumulative grade percentages:

<u>Grade</u>	<u>Percentage</u>	<u>Grade Points</u>
A	93 - 100 %	4.00
A-	90 - 92.99 %	3.67
B+	87 - 89.99 %	3.33
B	83 - 86.99 %	3.00
B-	80 - 82.99 %	2.67
C+	77 - 79.99 %	2.33
C	73 - 76.99 %	2.00
C-	70 - 72.99 %	1.67
D+	67 - 69.99 %	1.33
D	63 - 66.99 %	1.00
D-	60 - 62.99 %	0.67
E	0 - 59.99 %	0.00

More detailed information regarding current UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Grade Breakdown



Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- Complete list available [here](#).

WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Readings	Assessments Due
1	August 22-23	Module 1 Intro to Emotion & Attention Human Performance	Yiend, J. (2010) <i>The effects of emotion on attention: A review of attentional processing of emotional information.</i>	Aug 23: Yellowdig Aug 24: Introduction
2	August 26-30	Module 1 Intro to Emotion & Attention Human Performance cont....	Derakshan, N. & Eysenck, M.W. (2010). <i>Introduction to the Special Sssue: Emotional States, Attention, and Working Memory.</i>	Aug 30: Yellowdig Sept 1: Quora 1
3	September 2-6	UF Holiday: Labor Day - Sept 2 Module 2 Emotion	Plutchik, R. (1982). <i>A Psychoevolutionary Theory of Emotions.</i>	Sept 6: Yellowdig
4	September 9-13	Module 2 Emotion cont....	Lazarus, R. (2000). <i>How Emotions Influence Performance on Competitive Sport.</i> Janelle, C.M., Fawver, B., & Beatty, G.F. (2018). <i>Emotions and Sport Performance.</i>	Sept 13: Yellowdig Sept15: Quora 2
5	September 16-20	Module 2 Emotion cont....	Robazza, C., Morano, M., Bortoli, L., & Ruiz, M.C., (2023) <i>Athletes' Basic Psychological Needs and Emotions: The Role of Cognitive Reappraisal.</i> Lane, A.M., Beedie, C.J., Jones, M.J., Uphill, M. & Devonport, T.J. (2012). <i>The</i>	Sept 20: Yellowdig

			<i>BASES Expert Statement on Emotion Regulation in Sport.</i>	
6	September 23-27	Module 3 Attention	<p>Moran, A. (2012). <i>Concentration: Attention & Performance</i></p> <p>Vickers, J. (2007). <i>Visual System, Motor Control, and the Changing Brain.</i></p> <p>Vickers, J. (2007). <i>Measuring What Athletes See.</i></p>	<p>Sept 27: Yellowdig</p> <p>Sept 29: Quora 3</p> <p>Sept 29: Case Study I</p>
7	Sept 30 – Oct 4	Module 3 Attention cont...	<p>Abernethy, B., Maxwell, J.P., Masters, R., Van Der Kamp, J., & Jackson, R. (2007). <i>Attentional Processes in Skill Learning and Expert Performance</i></p> <p>Lohse, K.R. (2017). <i>On Attentional Control. A dimensional Framework for Attention in Expert Performance.</i></p>	<p>Oct 4: Yellowdig</p> <p>Oct 6: Coach's Challenge I</p>
8	October 7-11	Module 4 Linking Emotion and Attention	<p>Corbetta, M., Patel, G., Shulman, G.L. (2008). <i>The Reorienting System of the Human Brain: From Environment to Theory of Mind.</i></p> <p>Easterbrook, J.A. (1959) <i>The Effects of Emotion on Cue Utilization and the Organization of Behavior.</i></p>	<p>Oct 11: Yellowdig</p>
9	October 14-18	<p>UF Holiday: UF Homecoming – Oct 18</p> <p>Module 4 Linking Emotion and Attention cont...</p>	<p>Janelle, C. (2002). <i>Anxiety, Arousal and Visual Attention: A Mechanistic Account of Performance Variability.</i></p> <p>Williams, A.M., Davids, K. & Williams, J.G. (1998). <i>Anticipation and Decision-Making in Sport.</i></p>	<p>Oct 18: Yellowdig</p> <p>Oct 20: Quora 4</p>

10	October 21-25	Module 5 Perceptual-Cognitive Expertise	Mann, D., Williams, A.M., Ward, P., & Janelle, C.M. (2007). <i>Perceptual Cognitive Expertise in Sport: A Meta- Analysis</i> Behan, M. & Wilson, W. (2008). <i>State Anxiety and Visual Attention: The Role of the Quiet Eye period in Aiming to a Far Target.</i>	Oct 25: Yellowdig
11	Oct-Nov 28-1	Module 5 Perceptual- Cognitive Expertise	Masters, S., Law, J., & Maxwell, J. (2002). <i>Implicit and Explicit Learning in Interceptive Actions.</i> Faubert, J. & Sidebottom, L. (2012). <i>Perceptual-Cognitive Training of Athletes.</i>	Nov 1: Yellowdig
12	November 4-8	Module 6 Emotion Regulation	Gross, R. & Thompson, R. (2007). <i>Emotion Regulation: Conceptual Foundations</i> Fawver, B., Beatty, G.F., Mann, D.T.Y., & Janelle, C.M. (2019). <i>Staying Cool Under Fire: Strategies to Develop Psychological Skills and Regulate Emotions for High- Level Performance.</i>	Nov 8: Yellowdig Nov 10: Quora 5
13	November 11-15	UF Holiday: Veteran's Day: Nov 11 Module 6 Emotion Regulation cont....	Bradberry, T. (2014). <i>How Successful People Stay Calm.</i> Beatty, G.F. & Janelle, C.M. (2020). <i>Emotion Regulation and Motor Performance: An Integrated Review and the Temporal Influence Model of Emotion Regulation.</i>	Nov 15: Yellowdig

14	November 18-22	Module 7 Developing World Class Attention	Williams, J., Nideffer, R.M., Wilson, V.E., & Sagal, MS. (2021). <i>Concentration and Strategies for Controlling It.</i> Laby, D. M., & Appelbaum, L. G. (2021). <i>Vision and on-field performance: a critical review of visual assessment and training studies with athletes.</i>	<i>Nov 22: Yellowdig</i> Nov 24: Focus: Book Review
15	November 25-29	UF Holiday: Thanksgiving Week November 25 - 30		Dec 1: Case Study II
16	Dec 2-4	Module 8 Putting it all together Special Considerations for Tactical Athletes	Wilson, M.R. & Richards, H. (2011). <i>Putting it Together: Skills for Pressure Performance.</i>	<i>Dec 4: Quora 6</i> Dec 6: Coach's Challenge II

SUCCESS AND STUDY TIPS

Quora's are designed as review and mastery tools for the course, setting the stage for both Case Studies and Coach's Challenges. Learning is a process that requires sustained, incremental advancements and occurs over time following neural adaptation. More simply stated, cramming may yield short-term results, but this strategy does not induce meaningful or lasting learning. Quora's include questions requiring reflection and application of material.

Case Studies are designed to facilitate skill development in retrieving, consuming, and communicating scientific evidence for the enhancement of individual and team success. Case Studies require substantial preparation to execute successfully.

Yellowdig is an asynchronous student engagement platform. Students should plan to participate weekly by posting course relevant thoughts, observations, questions; and responding to peers. Points are accrued on a weekly basis, so it is critical that students do not fall behind as it is nearly impossible to catch up on missed weeks.

Coach's Challenges are designed as summative assessments. All module materials are intentionally designed to help students prepare for the three Coach's Challenges.