

# Performance Enhancement

APK6408 | Class # 18444 | 3 Credits | Spring 2025

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## Course Info

### INSTRUCTOR

**Derek T.Y. Mann, PhD.**  
Office: Virtual  
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Email: dmann5@ufl.edu  
Preferred Method of Contact: dmann5@ufl.edu

### OFFICE HOURS

Excluding UF Holidays:  
Tuesday: 1100am-1200pm  
Wednesday: 930-1030am  
Available by appointment when scheduled at least 1 business day in advance.

### COURSE ACCESS

Access course through [Canvas on UF e-Learning](#) & the **Canvas** mobile app by **Instructure**

## COURSE DESCRIPTION

Mental and psychological techniques and strategies to improve performance and achievement in sport and exercise.

## COURSE OVERVIEW

APK 6408 - Performance Enhancement examines the cognitive, social, behavioral, and neurophysiological factors that influence performance in sport and other motor performance endeavors. The field of sport psychology actively promotes the scientist-practitioner model. Utilization of the scientist-practitioner model involves the ability to consume and appropriately apply contemporary theory and scientific findings to the practice of applied sport psychology. Accordingly, APK 6408 will explore how sport psychology science and theory inform practical application of psychological skills interventions.

Topics covered include examining how psychological factors and psychological skills training programs can be leveraged to enhance performance from the perspectives of youth sport; expertise

development; practice structure; diversity; leadership; teams; athlete burnout; athlete coping; and athlete transition.

## **PREREQUISITE KNOWLEDGE AND SKILLS**

Students must hold Graduate Student classification based on the UF Registrar's class [Student Classifications](#) system. Students must complete APK 5404 or equivalent or acquire instructor approval.

## **REQUIRED AND RECOMMENDED MATERIALS**

### **Textbooks:**

- Collins, D.J., Abbott, A., & Richards, H. (2011). *Performance Psychology: A Practitioner's Guide*. New York: Elsevier Health Sciences. ISBN: 978-0-443-06734-1
- Dosil, J. (2019). *The Sport Psychologist's Handbook A Guide for Sport-Specific Performance Enhancement*. ISBN: 978-0-470-86355-8
- Mack, G. (2001). *Mind Gym. An Athlete's Guide to Inner Excellence*. ISBN: 978-0-071-39597-7
- Additional materials will be assigned and available through the UF E- Learning course shell.

## **COURSE FORMAT**

The course is organized into 5 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 psychological factors influence the performance of human movement and sport.
- the interdependence and influence of various psychological factors on athletic performance, injuries, career transition, and overall well-being.
- typical scientific protocols utilized in sport psychology research.
- commonly utilized psychological skills interventions designed to improve overall sport performance.

### **2. To facilitate student skill development in:**

- retrieving, evaluating quality, and identifying applicability of emerging scientific literature in sport psychology.
- engaging in critical, constructive, and diplomatic academic discussions of sport psychology topics and scientific literature.
- effective written communication of scientific knowledge in sport psychology.
- analyzing needs for sport psychology programming and developing plans to implement sport psychology programming.
- developing engaging presentations aimed at imparting scientific knowledge efficiently and effectively to a targeted audience.

## Course & University Policies

### ATTENDANCE POLICY

This is an asynchronous course, and you are not expected to physically be on UF's campus at any time. However, you are expected to participate in course discussions, YellowDig, and regularly engage with course content.

### PERSONAL CONDUCT POLICY

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 expressed 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 Dr. Derek Mann. 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](#), 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 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](#). 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 [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals, you can also access the course evaluations [here](#). Summaries of course evaluation results are available to students and can be found [here](#).

## Getting Help

### HEALTH & WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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](mailto: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](mailto:vcourt@ufl.edu)
- Dr. Demetra Christou (she/her), APK Department Vice Chair, [ddchristou@hhp.ufl.edu](mailto:ddchristou@hhp.ufl.edu)
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, [scoombes@ufl.edu](mailto:scoombes@ufl.edu)
- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, [jahlgren@ufl.edu](mailto:jahlgren@ufl.edu)

## Grading

Student learning will be evaluated through online discussions, a book review, and 3 case study assignments. Specific assignment details and grading rubrics will be provided in the course website on [Canvas](#).

- **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 point goal.

### *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 1, 3, 7, 9, 12, & 14; 10%.** A discussion question will be posted periodically, throughout the term (maximum 5) 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 2- to 3-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 ask 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

- **Mind Gym: A Reflection [Book Review] Week 14; 20%.** You are required to write a book review from the required *Mind Gym*. The goal here is to reflect on the writings of Gary Mack and consider how they relate to the science and application of performance psychology and peak performance. *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. Presentation is clear, concise, and well organized. Reference to the material is included to support the response.	Summary & Analysis is partially detailed and includes strengths and weaknesses and personal reactions. Presentation is not sufficiently clear, and/or concise, and/or organized. Reference to the material is included but not sufficiently detailed to support the response.	Summary & Analysis is not included nor includes strengths and weaknesses and/or personal reactions. Presentation is not sufficiently clear, and/or concise, and/or organized. Little to no reference to the material is included to support the response.
Q #2: Passage Summary	3 - 5 specific passages that have had the greatest impact on you are	3 - 5 specific passages that have had the greatest impact on you	3 - 5 specific passages that have had the greatest impact on you

(20 points)	identified and sufficiently detailed. Clear reference to the passages are included to support the response.	are identified and partially detailed. At least one reference to the passages is included to support the response.	have not been identified or they are not adequately detailed with little to no reference to the passages is included.
Q #3: Personal Reflection (15 points)	You have sufficiently identified why these passages have had an impact on you. Accompanied with clear and concise examples.	You have partially identified why these passages have had an impact on you. Accompanied with at least one clear and concise example.	You have not sufficiently identified why these passages have had an impact on you. Failed to include at least one clear and concise example.
Q #4: Theory to Practice (25 points)	You have sufficiently connected each passage to a theory addressed throughout the course explained in detail. References to supplemental resources are included to support the response.	You have partially connected each passage to a theory addressed throughout the course. At least one reference to supplemental resources are included to support the response.	You have not adequately connected each passage to a theory addressed throughout the course. References 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.

- **Case Study [Case Study] Week 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 Performance Enhancement Intervention should include each of the following elements:
  - Ethical Concerns
  - Assessment Strategy and Protocol
  - Performance Enhancement Plan
  - Assessing Effectiveness
- **Coaches Challenge [Tests] – Weeks 4, 11, & 15; 30%.** There will be 3 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:**

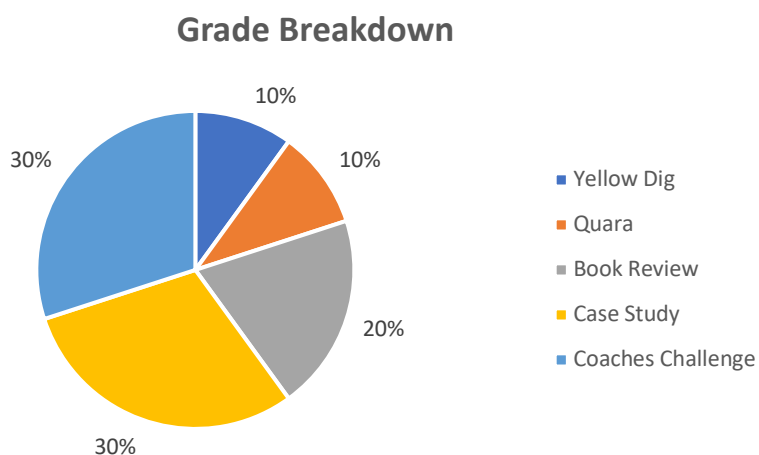
- Grades will not be rounded
- e.g. a 92.99% will not be rounded to a 93.00%.
- Grades of "I", "X", "H", or "N" will not be given except in cases of a documented, catastrophic occurrence.

**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/>.





## Weekly Course Schedule

### CRITICAL DATES & UF OBSERVED HOLIDAYS

- January 20: Martin Luther King, Jr. Day (Monday)
- March 15 – 22: UF Spring Break (Monday - Friday)
- April 24 – 25: UF Spring Semester Reading Days (Thursday – Friday)
- Complete list available here: [Critical Dates & UF Observed Holidays](#)

### WEEKLY SCHEDULE

Week	Dates	Weekly Schedule	Readings & Resources	Assessments Due
1	January 13-17	History & Ethical Practice	Sport Psychology: Past, Present, & Future ( <b>Canvas</b> ) Defining the Practice of SPP ( <b>Canvas</b> ) The ISSP Ethical code for SP Practice ( <b>Canvas</b> )	Yellowdig Quora 1
2	January 20-24	<i>MLK Jr Day, Jan20</i> Introduction to the Application of Sport Psychology	Applied SPP: A New Perspective ( <b>Handbook CH 1</b> ) The Role of the Sport and Performance Psychologist with the Coach and Team ( <b>Canvas</b> )	Yellowdig
3	January 27-31	Interventions in Sport Psychology	An Overview of Interventions in Sport ( <b>Handbook CH 4</b> ) Assessment, Evaluation, & Counseling in Sport ( <b>Handbook CH 5</b> )	Yellowdig Quora 2
4	February 3-7	Behind the Mask	CAPS ( <b>Canvas</b> ) Personality in sport: A comprehensive review ( <b>Canvas</b> )	Yellowdig <b>Coach's Challenge I</b>
5	February 10-14	Behind the Mask	Mindset ( <b>Canvas</b> ) Challenge vs Threat ( <b>Canvas</b> )	Yellowdig
6	February 17-21	Motivation	Theories of Motivation ( <b>Canvas</b> ) Perfectionism ( <b>Canvas</b> ) Fear of Failure ( <b>Canvas</b> )	Yellowdig
7	February 24-28	Reinforcement	Enhancing Coach-Athlete Relationships: Cognitive Behavioral Principles & Procedures ( <b>Handbook CH 2</b> )	Yellowdig Quora 3
8	March 3-7	Characteristics of Expertise	Expertise: The Goal of Performance Development ( <b>Practitioners Guide CH 3</b> )	Yellowdig

			The Role of Deliberate Practice in the Acquisition of Expert Performance <b>(Canvas)</b>	
9	March 10-14	Psychology of Excellence	Psychological Characteristics of Developing Excellence <b>(Practitioners Guide CH 4)</b> Mental Links to Excellence <b>(Canvas)</b>	Yellowdig Quora 4
10	March 17-21	<b>SPRING BREAK – No Class</b>		
11	March 24-28	Developing Expertise	Talent Development Environments <b>(Practitioners Guide CH 5)</b> Skill Acquisition: Designing Optimal Learning Environments <b>(Practitioners Guide CH 14)</b> Effective Skill Development: How Should Athletes' Skills be Developed <b>(Practitioners Guide CH 15)</b>	<i>Yellowdig</i> <b>Coach's Challenge II</b>
12	Mar 31 - Apr 4	Goal Setting & Imagery	Goal Setting for Peak Performance <b>(Canvas)</b> Mental Practice <b>(Practitioners Guide CH 16)</b> Bio-Informational Model of Emotional Imagery <b>(Canvas Handout)</b>	Yellowdig Quora 5
13	April 7 - 11	Mental Preparation	What is mental toughness? <b>(Canvas)</b> Coping & Mental Toughness <b>(Practitioners Guide CH 20)</b> Optimizing Attentional Allocation in Sport Performance Using the Five Step Strategy <b>(Canvas)</b> Psychological Correlates of Flow <b>(Canvas)</b>	Yellowdig
14	April 14 - 18	Confidence & Self-Efficacy	Efficacy Beliefs of Athletes <b>(Canvas)</b> A Review of Self-Efficacy Based Interventions <b>(Canvas)</b> Self-Talk <b>Canvas)</b>	Yellowdig Quora 6 <b>Mind Gym:</b> <b>Book Review</b>
15	April 21 -23	Emotion & Attention: The Mind, The Body, & Performance	Emotional Issues of Peak Performance: Managing Mood <b>(Practitioners Guide CH 21)</b> How Emotions Influence Performance in Competitive Sports <b>(Canvas)</b> Emotion self-regulation and athletic performance: An application of the IZOF model <b>(Canvas)</b>	Yellowdig <b>Coach's Challenge III</b> <b>Case Study</b>

## 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 each Coach's Challenges.