Athlete Health & Wellbeing

PET 2063 (ONLINE)

Class # 29983 (section UF33)

3 Credits | Fall 2024

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Course Information

INSTRUCTOR	**Dr. Jessica Francis** Office: FLG 306 Office Phone: 352-294-1660 Preferred Method of Contact: **Jessica.francis@ufl.edu** *Expect a response within 48 hours*
OFFICE HOURS	Fridays 10 am-12 pm and by appointment. Please email instructor to set up an appointment. Use this link to schedule: https://calendly.com/drjfrancis/30min
MEETING TIME/LOCATION	Asynchronous online course. Access course through Canvas on UF e-Learning (https://elearning.ufl.edu/) & the Canvas mobile app by Instructure.

COURSE DESCRIPTION

This course overviews athlete health and wellbeing. It covers various aspects of athlete mental health including a fundamental understanding of health and wellbeing, creating a vision for mental health in a sport organization, designing and implementing mental health programs for athletes, creating a team environment that promotes mental health, and evaluation of athlete-focused mental health services.

PREREQUISITE KNOWLEDGE AND SKILLS

- None

REQUIRED AND RECOMMENDED MATERIALS

Required: Maher, CA (2023). *Fostering the mental health of athletes, coaches, and staff: A systems approach to developing a mentally healthy sport organization*. Routledge. ISBN 9780367746742 **Online Link**

MATERIALS AND SUPPLY FEES

There are no supply or material fees for this course.

COURSE FORMAT

- **Instructional Methods:** This course consists of asynchronous lectures, readings, and discussions to provide students with a variety of learning methods. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.
- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers can meet the following general requirements. A student's computer configuration should include Broadband connection to the

Internet and related equipment (Cable/DSL modem) and Microsoft Office Suite installed (provided by the university).

- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at https://ufl.zoom.us.

COURSE LEARNING OBJECTIVES:
By the end of this course, students should be able to:
- Summarize the parameters of mental health.
- Describe a systems approach to mental health in sport organizations.
- Identify factors that contribute to athlete mental health.
- Design mental health-focused programs, policies, and services for athletes.
- Summarize approaches to evaluating programs, policies and services aimed at promoting athlete mental health.
- Describe how sport managers will make evidence-based decisions related to athlete wellbeing.

Grading
The table below provides an outline of the assessments for this course.

Evaluation Components	Points Per Component	% of Total Grade
13 Quizzes (12 – lowest quiz grade dropped)	12.5 pts = 150 pts	150/1000 = 15%
Case Study Assignments (3)	40 pts = 120 pts	120/1000 = 12%
Yellowdig Discussion Boards (12)	20 pts each = 240 pts	240/1000 = 24%
Reflection Paper (1)	14 pts each = 140 pts	140/1000 = 14%
Promoting Athlete Health and Wellbeing Project (1)	350 pts each = 350 pts	350/1000 = 35%
	1000 points possible	**100%**

Assignments– The assessments for this course consist of quizzes, discussion boards using Yellowdig, case studies, a paper, and a final project in CANVAS. These assignments are due on specified dates. The assignments are not meant to be a primary study tool for preparing for quizzes. The functions of the assignments are to invoke critical thinking and reflection. It is not prudent to complete assignments at the last minute. **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policy.

Quizzes (150 points)– Throughout the semester, students will complete weekly mini quizzes, each consisting of 5 questions. These quizzes will feature only multiple choice and true/false questions to assess your understanding of the course material and readings. To accommodate any off weeks, the lowest quiz grade will be dropped. Each quiz is worth 12.5 points, contributing to a total of 150 points, which accounts for 15% of your overall course grade. This structure aims to reinforce key concepts regularly and ensure a steady engagement with the course content.

Case studies (120 points)– For the case study assignments, you will analyze a case study focusing on the mental health team within a university athletic department. You may work individually or with one other student; if you choose to work with a partner, include their name in the comment section of your assignment. Your

analysis should be thorough, demonstrating a deep understanding of the case study material, supported by relevant research and examples where applicable. Think from the perspective of a practitioner in the field. The objectives of this assignment are to understand the structure and services of mental health teams in athletic departments, evaluate the accessibility and effectiveness of mental health resources for student-athletes, identify strengths, weaknesses, and areas for improvement, and compare findings to best practices in the field. Research a sport organization that offers athlete health and wellbeing programs, such as the University of Tennessee Athletics, and answer provided questions. Conduct additional research as needed to support your analysis, making inferences and supporting your statements with evidence where necessary.

Grading rubric:

Criteria	Excellent	Proficient	Satisfactory	Needs Improvement	Poor	Points
Content Depth and Accuracy (30)	Thorough and insightful analysis; accurate and detailed responses; demonstrates deep understanding (27-30)	Accurate and detailed responses; demonstrates good understanding (24-26)	Some analysis and detail; demonstrates basic understanding (21-23)	Limited analysis and detail; demonstrates partial understanding (18-20)	Lacks analysis and detail; demonstrates little to no understanding (0-17)	/30
Support and Use of Examples (20)	Excellent use of examples from the case study and additional research; well-integrated (18-20)	Good use of examples from the case study and additional research; mostly well-integrated (16-17)	Some use of examples from the case study and additional research; somewhat integrated (14-15)	Limited use of examples from the case study and additional research; poorly integrated (12-13)	No or irrelevant use of examples; not integrated (0-11)	/20
Originality and Insight (20)	Highly original and insightful; demonstrates deep critical thinking; unique perspectives (18-20)	Good originality and insight; demonstrates critical thinking; some unique perspectives (16-17)	Some originality and insight; demonstrates some critical thinking; few unique perspectives (14-15)	Limited originality and insight; little critical thinking; lacks unique perspectives (12-13)	No originality or insight; no critical thinking; no unique perspectives (0-11)	/20
Content Depth and Accuracy (30)	Extensive use of credible and relevant sources; properly cited in APA format (27-30)	Good use of credible and relevant sources; mostly cited in APA format (24-26)	Adequate use of sources; some relevance and credibility; some APA citation errors (21-23)	Limited use of sources; questionable relevance and credibility; multiple APA citation errors (18-20)	Little to no use of sources; lacks relevance and credibility; incorrect or no citations (0-17)	/30

Yellowdig Discussion Boards (24%) – Yellowdig is a discussion platform that connects learners and empowers educators. Yellowdig boards create a private network where learning communities can be established, allowing discussion and sharing to foster the relationships, skills, and knowledge that allow people to thrive. Collaborative interactions with professors and peers are an increasingly valuable part of the learning experience. Yellowdig provides an easy means for you to communicate and collaborate about class content and share a broad array of timely and relevant learning resources from the wider world (e.g., videos, news articles, blogs and more). There are set parameters within Yellowdig that you must follow in order to grade high.

The grading breakdown is as follows, totaling 13,000 points:

Starting a conversation
- **+50** points for submitting a new post.
- **+250** points for the post having more than 120 words.

Continuing a conversation
- **+60** points for submitting a new comment or reply.
- **+180** points for the comment or reply having more than 75 words.

Connecting with your community
- **+90** points for each comment from another user on your post.
- **+varied** points for accolades awarded on your posts or comments.

Reflection Paper (140 points)– Students will write a reflection paper where they share their thoughts and opinions about the content covered throughout the course. Students will reflect on key topics discussed, how they have impacted their understanding of athlete health and wellbeing and any personal insights or experiences related to the course material. The paper should be 1-2 pages long, double-spaced, using standard font and 1-inch margins on all sides. APA citations required.

You reflection paper is worth 140 points and will be assessed based on the following criteria:

- Depth of Reflection (60 points): Demonstrates a thorough understanding of the course material and provides insightful personal reflections.

- Clarity and Organization (35 points): Well-organized and clearly written, with a logical flow of ideas.

- Support and Examples (25 points): Uses specific examples from the course content to support your reflections.

- Mechanics (10 points): Free from grammatical and spelling errors, follows the required format.

Final Project (350 points)– **There is no final exam for the course.** As a culminating assignment, the Promoting Athlete Wellbeing Project allows students to integrate the material they have learned in the class. The purpose of the project is to develop an Athlete Health and Wellbeing program for a sport organization. The program should include a comprehensive proposal to a sport organization on how to promote athlete wellbeing for college student-athletes, professional athletes, or recreational/youth athletes. Students have the option to work individually or with classmates. If you choose to work in a group, you can have 1 partner or up to 3 classmates in a single group. The project may be submitted as a video, PowerPoint presentation, or paper. All group members' names must be present in order for everyone to receive credit. **LATE PROJECTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policy.

Final Project Rubric:

Vision and direction = 61 points
Assessment of Organizational Readiness = 61 points
Education and Training Plan for Coaches and Staff = 61 points
Organizational Plans, Policies, and Procedures = 61 points
Proposed Programs and Services = 53 points
Evaluative Measures = 53 points

GRADING SCALE

- Grades will be posted in the CANVAS gradebook. Grades are dependent on the student's performance measured by assignments, discussion boards, and quizzes. Final grades are based on the accumulation of points the student earns throughout the semester.
- Total points are converted to letter grades using the grading scale below. **Grades ending in .5 will be rounded up**.
  - The grading scale is strictly enforced and unchangeable. The instructor will NOT change grades because the student is unhappy with their academic performance. More detailed information regarding current UF grading policies can be found here: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	93.45-100%	4.0
A-	89.45-93.44%	3.67
B+	86.45-89.44%	3.33
B	83.45-86.44%	3.0
B-	79.45-83.44%	2.67
C+	76.45-79.44%	2.33
C	73.45-76.44%	2.0
C-	69.45-73.44%	1.67
D+	66.45-69.44%	1.33
D	63.45-66.44%	1.0
D-	59.45-63.44	0.67
E	0-59.44%	0

GRADING RUBRIC

- **A & A- Outstanding**: The work far surpasses the assignment requirements, it is well organized, analytical rather than descriptive, and includes excellent grammar.
- **B+, B, & B- Very Good**: The work exceeds the minimal requirements of the assignment, it is organized, descriptive rather than analytical, and includes good grammar.
- **C+, C, & C- Average**: The work may not meet all criteria of the assignment, organization is below average, the work is far too descriptive, and includes poor grammar.
- **D+, D, & D- Below Average:** The work barely meets minimum criteria.
- **E Fail**: The work does not meet the minimum criteria.

Course & University Policies

ATTENDANCE POLICY

- The attendance policy is in accordance with the University of Florida's Attendance Policy: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

- Attendance is taken through In-Class Assignments.
- For planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
- For unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit. The university recognizes the right of the instructor to make attendance mandatory and require **documentation for absences** (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

PERSONAL CONDUCT POLICY

Professional behavior is expected from all students. This includes respect and consideration for the ideas and beliefs expressed by all students. It is important for students to practice civil discourse as uncomfortable or challenging topics might unfold in the classroom.

- *Adherence to the UF Student Honor Code*
    - Students are expected to exhibit behaviors that reflect highly upon themselves and the University of Florida.
    - 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 Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.
    - **The Dean of Students Office will receive alleged violations of the Honor Code regardless of the severity.**

Please use respectful language in person and through email correspondence.
- *Email should include:*
    - To: jessica.francis@ufl.edu
    - From: name@ufl.edu
    - Subject: First and last name, course prefix and number, and course section and number.
      Example: Alberta Gator, PET 2063, section XXXX, and class number XXXXX
    - Dear Dr. Francis,
      My name is Alberta Gator, and I am a student in your SPM 4905 course. I have read the syllabus, referred to the CANVAS website, reviewed class notes, and asked another student about_____, but I am unable to find the information. My question is….
      Thank you,
      Alberta Gator

ASSIGNMENTS
- Assignments must be typed, double-spaced, use 12-point font, Times New Roman, and 1-inch margins.
- Upload only **WORD documents** to CANVAS.
- Follow APA guidelines: (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). (No cover pages)
- Points are deducted for inappropriate grammar, spelling, punctuation, sentence structure, and lack of citations.
- *Technology problems are not acceptable excuses for late assignments or missed exams*.

- **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policy.
- Refer to the Course Schedule in the syllabus or Canvas for assignment due dates.

MAKE-UP POLICY

- **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policies: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.
- Acceptable reasons for an absence or failure to engage in class include:
  - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.
  - For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
  - For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
  - **The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class.** After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

TECHNOLOGY PROBLEMS

- **Technology is not an acceptable excuse for late work including assignments and quizzes.**
- If technology becomes an issue in submitting assignments or other work to eLearning, please contact the UF Help Desk 352-392-HELP (4357).
- After contacting the Help Desk, ensure you receive a ticket number with the time, date, and explanation of the problem for your records.
- You must email the instructor within 24 hours of the technical difficulty.
- **LATE WORK IS NOT ACCEPTED** in this course unless in accordance with UF policy.

ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is especially important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at https://disability.ufl.edu/students/get-started/, call them at 352-392-8565, or visit the Dean of Students Office. Once registered, please contact me via email or in person during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in this course.

ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at https://ufl.zoom.us.

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/.

CHANGING NAME DISPLAY IN CANVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

IN-CLASS RECORDINGS

- Students are allowed to record video or audio of class lectures but NOT other students in the course. Recordings are strictly controlled and must be (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.
- Students may NOT publish recorded lectures without the written consent of the instructor.
- A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.
- A class lecture does not include lab sessions, student presentations, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- **Publication without the permission of the instructor is prohibited**. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code."

Getting Help

Tips For Success

- It is important to complete coursework on time each week.
- Read the syllabus and CANVAS site. There is helpful information that can save you time and help you meet the objectives of the course.
- Print the Course Schedule located in the Course Syllabus and check off things as you go.
- Ask for help or clarification of the material if you need it.
- Do not wait to ask questions because this might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you will need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

Weekly Tentative Course Schedule

This course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

CRITICAL DATES & UF OBSERVED HOLIDAYS

- September 2: Labor Day (Monday)
- October 18 + 19: Homecoming (Thursday + Friday)
- November 11: Veteran's Day (Monday)
- November 24-30: Thanksgiving Break (Monday – Friday)

- Complete list available here: https://catalog.ufl.edu/UGRD/dates-deadlines/2024-2025/

Weekly Course Schedule

Dates	WK	Topic Title	Lecture Titles	Assignments
8/22 - 8/24	1	Course Introduction	-Introduction -Foundation (Lesson 1)	Discussion board introductions Initial post & reply both due 8/25 Orientation Quiz due 8/25 (not graded)
8/25 - 8/31	2	Mental Health and Wellbeing in Sport Organizations	Charting the Parameters of Mental Health in Sport Organizations (ch. 1; Lesson 2)	Yellowdig posts 8/30 Replies due 9/1 Quiz due 9/1
9/3 - 9/7	3	Systems Approach	Taking a Systems Approach to Mental Health in Sport Organizations (ch. 2; Lesson 3)	Yellowdig posts 9/6 Replies due 9/8 Quiz due 9/8
9/8 - 9/14	4	Creating a Vision and Direction	Creating a Vision and Direction for Promoting Positive Mental Health (ch. 3; Lesson 4)	Yellowdig posts 9/13 Replies due 9/15 Quiz due 9/15
9/15 - 9/21	5	Assessing the Readiness Factors	-Part 1 Assessing the Readiness of a Sport Organization for Mental Health Initiatives (ch. 4; Lesson 5) -Part 2, (ch. 4; Lesson 5 Continued)	Yellowdig posts 9/20 Replies due 9/22 Quiz due 9/22 Case Study #1 due 9/22
9/22 - 9/28	6	Gaining Commitments from Individuals in the Sport Organization	Identifying and Gaining Commitments of Individuals Who Can Contribute to Mental Health (ch. 5; Lesson 6)	Yellowdig posts 9/27 Replies due 9/29 Quiz due 9/29
9/29 -10/5	7	Assessing the Mental and Emotional Development of Athletes	Assessing the Mental and Emotional Development of Athletes in a Sport Organization (ch. 6; Lesson 7)	Yellowdig posts 10/4 Replies due 10/6 Quiz due 10/6

10/6 - 10/12	8	Designing and Implementing Mental Health Programs and Services, Ch. 7	Designing and Implementing Mental Healh Programs and Services (ch. 7; Lesson 8)	Yellowdig posts 10/11 Replies due 10/13 Case Study #2 due 10/13 Quiz due 10/13
10/13 - 10/19	9	Educating and Training Coaches and Staff as Mental Health Contributors	Educating and Training Coaches and Staff as Mental Health Contributors (ch. 8; Lesson 9)	Yellowdig posts 10/18 Replies due 10/20 Quiz due 10/20
10/20 - 10/26	10	Establishing and Sustaining a Team Environment in Support of Mental Health	Establishing and Sustaining a Team Environment in Support of Mental Health (ch. 9; Lesson 10) https://www.youtube.com/watch?v=kQ8mxNpP5mc	Yellowdig posts 10/25 Replies due 10/27 Quiz due 10/27
10/27 - 11/2	11	Formulating and Enacting Mental Health Policies, Plans, and Procedures at the Organizational Level	Formulating and Enacting Mental Health Policies, Plans, and Procedures at the Organizational Level (ch. 10; Lesson 11)	Yellowdig posts 11/1 Replies due 11/3 Case Study #3 due 11/3 Quiz due 11/3
11/3 - 11/9	12	Coordinating Mental Skills, Life Skills, and Mental Health Programs and Services	Coordinating Mental Skills, Life Skills, and Mental Health Programs and Services (ch. 11; Lesson 12)	Yellowdig posts 11/8 Replies due 11/10 Quiz due 11/10
11/12 - 11/16	13	Evaluating Mental Health Programs as a Basis for Their Continuous Development and Improvement	Evaluating Mental Health Programs as a Basis for Their Continuous Development and Improvement (ch. 12; Lesson 13)	Yellowdig posts 11/15 Replies due 11/17 Reflection Paper due 11/17
11/17 - 11/23	14	Making Decisions about the Continuous Development and Improvement of Mental Health Programs in Sport Organization	Making Decisions about the Continuous Development and Improvement of Mental Health Programs in Sport Organizations (ch. 13; Lesson 14)	Yellowdig posts 11/22 No reply Quiz due 11/22
11/24 – 11/30	15	Thanksgiving Holiday		
12/1 – 12/13	16	Final Projects due 12/10		

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announcing the changes to each individual student.

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