

SPM 4905: Sport Career Transitions

Fall 2018 Course Syllabus – Section 1241 (3 credits)

INSTRUCTORS:

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COURSE INFORMATION:

Dates: August 22 – December 5

Class location: FLG 250

Class days and times:

- Monday Period 3 (9:35-10:25 a.m.)
- Wednesday Period 3 (9:35-10:25 a.m.)
- Students will participate in a series of experiential activities, such as informational interviews, job shadowing, and networking events, in order to be exposed to real world situations. The experiential activities are equivalent to 1/3 of the course material (i.e., 1 credit hour).

No class dates:

- September 3: Labor Day
- November 2-3: Homecoming
- November 12: Veterans Day Observed
- November 21-24: Thanksgiving

Reading days (no classes): December 6-7

Final Exams: December 8-14

The course website can be found on Canvas at <https://elearning.ufl.edu/>. For instructor office hours, please make an appointment.

COURSE ELIGIBILITY:

- Undergraduate students must be junior and senior student-athletes.
- Graduate students must be HHP students that are majoring in Athlete Development.
- All enrolled students (both undergraduate and graduate students) will participate in the course through role play as if they were preparing to go through the transition as an athlete.

COURSE DESCRIPTION:

This course is designed to provide student-athletes and future athlete development specialists with an in-depth understanding and appreciation of the transition to life after sport. Students will be introduced to the fundamentals of the sport career transition and athletic identity as well as to the common difficulties athletes experience in adjusting to life after sport. They will also receive proactive guidance that is conducive to favorable adjustments at the onset of transition. The course will focus on exploring concepts of identity formation and liminality. It will also emphasize the importance of a “do-it-yourself” transition to encourage students to exert control over their forthcoming transition.

The course will enable students to acquire a better understanding of their “self” through self-reflection, self-assessment, and participation in oversight-related activities. It will also enable them to make critical use of this self-knowledge to accordingly identify and select suitable career options. In fact, students will engage in identity exploration by enhancing their self-awareness, broadening their social and professional networks, and investing in alternative roles outside of their athletic environment. Based on this identity work, they will be able to set and define attainable short-term goals and desired long-term goals in order to establish viable plans for their life after sport.

LEARNING OBJECTIVES:

At the completion of this course, students should be able to:

1. Define various terminologies related to sport career transition and understand the importance of the athletic identity on both their sport career and transition to life after sport.
2. State the common challenges athletes can face during the transition as well as recognize key steps, strategies, and factors that have proven to facilitate a smooth sport career transition.
3. Apply a number of practical transition tools and resources to facilitate a do-it-yourself transition out of an athletic career.
4. Distinguish the different types of identity statuses and structural dimensions for identity formation and discuss the basic concept of liminality for athletes in transition.
5. Reflect on past and new experiences, exploit opportunities for role experimentation and social network expansion, and recognize their personal attributes to better understand their “self” and accordingly identify and select suitable career options.
6. Set and define attainable short-term goals and desired long-term goals based on insights and insights in order to establish a viable plan for their non-athlete career.
7. Describe the separation, liminality, and reincorporation phases of the transition model presented in class and apply the strategies and directions provided in each of these phases to navigate through the shift from the athlete role to the next role in life and to optimize psychosocial functioning in life after sport.
8. Develop and maintain social and professional networks outside of your athletic environment, connect with potential future employers by participating in networking events, and actively engage in professional conversations during these events.
9. Explain what an informational interview and job shadowing are and conduct a few of them to gain information on a desired career and related industry as well as expand their network.
10. Prepare a professional and targeted resume and cover letter that effectively demonstrate their abilities, knowledge, experiences, and accomplishments and that are free from spelling and grammatical errors.

REQUIRED COURSE MATERIALS:

Textbook: Burnett, W., & Evans, D. J. (2016). *Designing your life: How to build a well-lived, joyful life*. New York, NY: Knopf.

Assessment: Gallup Strengths Finder assessment (\$11.99)
<https://shop.gallup.com/strengths/1595620117-428.html>

All other materials will be posted on the Canvas course website (<https://elearning.ufl.edu>).

COURSE POLICIES:

Attendance, Participation, and Makeup Policy

Attendance will be monitored and is defined as arriving on time for class and staying for the duration of the class session. You will be responsible for all material covered in class. This is an interactive class, so you are expected to arrive to class on time, to have read the assigned readings, and to be prepared to discuss the various topics in class.

You will be awarded points for active participation. You will NOT be able to complete the course in a passive manner and will hurt your grade with multiple late entrances into the classroom or if you do not show up for class.

No late assignments or incomplete assignments will be accepted. All assignments must be submitted prior to the assignments' due dates. If the assignment is not submitted prior to the due date, it will be considered late and will result in a score of zero. Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the designated due date.

If personal circumstances arise that may interfere with your ability to meet a deadline, please let us know as soon as possible. We expect you to be proactive in this regard. Only University Accepted Excuses will be accepted and documentation must be provided. We will not be receptive to retrospective requests for extensions. In the case of a family emergency, the instructors reserve the right, in their sole discretion, to refuse to grant any make-up assignment.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Honor Code Policy

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 honesty and integrity" by abiding to 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-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors.

Disability Resource Center

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be

presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

PERFORMANCE EVALUATIONS:

Experiential Activities – 300 points	Points
• Identity Status Interview (45-minute meeting with Wendling or Sagas)	50
• Two Exploration Activity Reflections: One on campus and one off campus	30
• Two Former Athlete Transition Interview Reflections	40
• Job Shadowing Reflection	75
• Recruiter Roundtable Self-Assessment & Employer Feedback Activity	25
• Life Design Conversation (Informational Interview)	50
• Career Documents: Resume, Cover Letter and Elevator Speech	30
Projects – 150 points	
• Future Self Assignment	50
• ONET Career Exploration Assignment	40
• Future Prototyping Plans Presentation	10
• Identity Status Exit Interview (a 30-minute meeting with Wendling or Sagas)	50
Homework Assignments – 100 points	
• StrengthsFinder Assessment	25
• Insight 360- Self-Awareness Quiz	25
• Work Values Assessment	25
• The Good Time Journal	25
In-Class Activities – 100 points	
<i>Will include but may not be limited to the following:</i>	
• Two Identity Assessments: One pre-course and one post-course	20
• Transferable Skills Inventory	15
• Three Insight Questionnaires: Rumination, Humility and Feedback	15
• Personal Values Card Sort	10
• Four Designing Your Life Activities	40
Participation – 100 points	

EVALUATION SUMMARY:

Assignment	Total Points	Percent of Grade
Experiential Activities	300	40%
Projects	150	20%
Homework Assignments	100	13.3%
In-Class Activities	100	13.3%
Participation	100	13.3%
Total	750	100%

GRADING SCALE:

GRADE	PERCENTAGE	POINTS
A	93-100%	698-750
A-	90-92.9%	675-697
B+	87-89.9%	653-674
B	83-86.9%	623-652
B-	80-82.9%	600-622
C+	77-79.9%	578-599
C	73-76.9%	548-577
C-	70-72.9%	525-547
D+	67-69.9%	503-524
D	60-66.9%	450-502
F	59.9% or lower	449 or less

An explanation of UF grade points can be viewed here:

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

ADDITIONAL CAMPUS RESOURCES**Computing Help Desk**

For students needing technical assistance, please visit <http://helpdesk.ufl.edu/> or call 352-392-4357.

Counseling and Wellness Center

Contact the UF Counseling Center at 352-392-1575 or visit <http://www.counseling.ufl.edu/cwc/> for more information. For emergencies, please call 911.

U Matter, We Care

For individuals or friends in distress, please email umatter@ufl.edu or call 352 392-1575 for assistance.

University Police Department

UPD can be reached at 352-392-1111 or <http://www.police.ufl.edu/>. For emergencies, please dial 911.

TENTATIVE COURSE SCHEDULE

WEEK	DATE	TOPIC	READING	ASSIGNMENTS	INSTRUCTOR
MODULE 1:					
The <i>Who</i> and <i>What</i> of Sport Career Transition					
Week 1	Wed. Aug. 22	Syllabus and Course Introduction Identity Status Interview Explanation			Sagas Wendling Plunkett
Week 2	Mon. Aug 27	Defining transitions Defining sport careers Types of athletic transitions <i>Pre-course identity assessment</i>			Sagas Wendling
	Wed. Aug. 29	Athlete panel: Early stages of retirement	<i>DYL: Intro. Chapter</i>	<i>Watch: What's Next? The Difficult Transition for Athletes</i>	Sagas Wendling
MODULE 2:					
The <i>Why</i>: Why is it important to prepare athletes for their transition out of sport?					
Week 3	Mon. Sept. 3	<i>Holiday – No Class</i>			
	Wed. Sept. 5	Trials of transition in elite athletes What does the science say? Common challenges and coping strategies <i>Health/Work/Love/Play Dashboard Activity</i>	<i>LAF: Chapter 8 (PDF)</i> <i>DYL: Chapter 1</i>	<i>Identity Status Interview due</i>	Sagas Wendling Plunkett
Week 4	Mon. Sept. 10	Allison Forrest Career documents			Forrest
	Wed. Sept. 12	Allison Forrest Elevator speeches		<i>Watch: Identity Theft of Mitch Mustain</i>	Forrest
Week 5	Mon. Sept. 17	Playing with and without a playbook Athlete identity: Why is it important? Liminality and athletes in transition Exemplars & case studies	<i>LAF: Chapter 7 (PDF)</i> <i>DYL: Chapter 2</i>	<i>Transition Interview #1 due</i>	Sagas Wendling
	Wed. Sept. 19	Identity development Identity status paradigm <i>How Often Do You Ruminare?</i>	<i>DYL: Chapter 3</i>	<i>The Good Time Journal due</i>	Wendling Sagas
Week 6	Mon. Sept. 24	Craig Schmitt Recruiter Roundtable preparation Networking basics		<i>Career Documents due</i>	Schmitt
	Wed. Sept. 26	Recruiter Roundtable recap What is a DIY Transition?		<i>Recruiter Roundtable activity due</i>	Plunkett Schmitt Sagas

MODULE 3:					
The How: Proactive and the “pre-liminal” investments for a future transition out of sports					
Week 7	Mon. Oct. 1	Athlete panel: Tips & tricks for retirement			Plunkett Wendling
	Wed. Oct. 3	Introduction to the Insight- Outsight- Foresight principle <i>Mind Mapping Activity</i>	<i>DYL: Chapter 4</i>	<i>Strengths Finder assessment due</i>	Sagas Plunkett
Week 8	Mon. Oct. 8	Introduction to insights Internal self-awareness StrengthsFinder Discussion <i>Transferrable Skills Inventory</i>	<i>Article: What Self-Awareness Really Is</i>	<i>Exploration #1 reflection due</i>	Plunkett Wendling
	Wed. Oct. 10	Insights Importance of self-assessment <i>Personal Values Card Sort Activity</i> <i>How Humble Are You?</i>		<i>Work Values Assessment due</i>	Plunkett Sagas
Week 9	Mon. Oct. 15	Introduction to outsights External self-awareness Role experimentation		<i>Insight 360 Self-Awareness Quiz due</i>	Plunkett Wendling
	Wed. Oct. 17	Outsights The value of feedback <i>How much feedback are you getting?</i>		<i>Exploration #2 reflection due</i>	Plunkett Wendling
Week 10	Mon. Oct. 22	Foresights: Future plans <i>Odyssey Planning Activity</i>	<i>DYL: Chapters 5 & 6</i>		Plunkett Sagas
	Wed. Oct. 24	Foresights: Introduction to future self		<i>ONET Career Exploration Assignment due</i>	Plunkett Sagas
MODULE 4:					
The Next: Navigating Liminality through the Mapping of the DIY Transition Out of Sport					
Week 11	Mon. Oct.29	Sport transition stressors Role and identity losses and changes Drafting Your Future Self assignment explanation	<i>DYL: Chapter 7</i>		Wendling Sagas
	Wed. Oct. 31	Separation Identity work Identity growth in the liminal period			Wendling Sagas
Week 12	Mon. Nov. 5	Reincorporation Optimal identity profiles	<i>DYL: Chapter 8</i>		Wendling Sagas
	Wed., Nov. 7	Amanda Alexander Ph.D. CMPC-AASP Mental Health and Transition		<i>Life Design Conversation due</i>	Alexander
Week 13	Mon. Nov. 12	<i>Holiday – No Class</i>			
	Wed. Nov. 14	Amanda Alexander Ph.D. CMPC-AASP Mental Health and Transition	<i>DYL: Chapter 9</i>		Alexander
Week 14	Mon. Nov. 19	Amanda Alexander Ph.D. CMPC-AASP Mental Health and Transition	<i>DYL: Chapter 10</i>	<i>Job Shadowing Reflection due</i>	Alexander

	Wed. Nov. 21	<i>Holiday – No Class</i>			
MODULE 5:					
The Outcome: Reincorporation and Optimal Psychological Functioning in Life After Sport					
Week 15	Mon. Nov. 26	Discovering your calling in life Optimizing well-being Eudaimonic Identity	<i>DYL: Chapter 11</i>		Wendling Sagas
	Wed. Nov. 28	Future Prototyping Plans Presentations Future Resources <ul style="list-style-type: none"> • Further prototyping • Incorporating your team 			Sagas Wendling Plunkett
Week 16	Mon. Dec. 3	Future Prototyping Plans Presentations (cont.)	<i>DYL: Conclusion</i>	<i>Transition Interview #2 due</i>	Sagas Wendling Plunkett
	Wed. Dec. 5	Reflection Trusting your inner voice discussion <i>Reframing Failure Worksheet</i> <i>Post-course identity assessment</i>		<i>Future Self Assignment due 12/10</i> <i>Identity Status Exit Interview due 12/14</i>	Sagas Wendling Plunkett

The instructor reserves the right to make changes to the syllabus and schedule as the class progresses and circumstances arise. Students will be given ample notice of any changes.

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