



University of Florida
College of Health and Human Performance Syllabus
Course Number: SPM 6905 and SPM 5936 Athlete-Centered Coaching and Leadership
Semester: Fall 2019
Delivery Format: E-Learning (Web Based)

Instructor Name: Kim Bastable, M.Ed. Positive Coaching, University of Missouri (2017); B.S. Finance, University of Florida (1985)
Room Number: Fully Online Course
Phone Number: 913-522-2829
Email Address: kimbastable@ufl.edu
Office Hours: Through Zoom or Email
Preferred Course Communications (e.g. email, office phone): Email is the best way to get a hold of me.

Course Website **Canvas** <https://elearning.ufl.edu>

Course Communication *For any general course inquiries, please post your question in the “General Course Questions” discussion link on Canvas. For all other inquiries, please send your questions to paciorek@ufl.edu and include the course prefix and number in the email.*

Required Text: *Athlete-Centered Coaching and Leadership, edited by Kim Bastable; ISBN: 978-1-3074-6411-5*
Recommended Text: *The Only Way to Win, by Jim Loehr, Hyperion Books, New York; 2012; ISBN: 978-1-4013-2467-4*

Course Description

This course is designed to explore the various applications of the Athlete-Centered Sport Coaching model. Students will learn how elements of this model impact daily coaching, team, school and recreational program development, groups in business, life outside of sports, program and individual development. Further emphasis will be given to the analysis of coaching perspectives including the pursuit of performance excellence and its dependence upon personal wellbeing and the strong correlation between sports and business leadership.

Course Learning Objectives

After successfully completing this course, students should be able to:

- Design, organize and build an individualized Athlete Centered Sport Coaching model integrating student’s personalized coaching plan.
- Extrapolate core concepts of Athlete Centered Sport Coaching model along with course related research to justify the elements chosen in the development of personal coaching plan.

- Analyze and evaluate the challenges of youth development in relation to societal changes by comparing current research to both the methods and needs of coaching and business leaders.
- Differentiate and critique contrasting elements of both the transformational leadership and transactional leadership models through investigative research and employing personal experience.
- Evaluate both business and sport leadership's distinctive style elements in accordance to the elements presented in the Athlete Centered model.
- Analyze the connections both business and sport leadership styles have in comparison with of the Athlete Centered model. Report on both pros and cons of this comparison.

Instructional Methods - *What is expected of you?*

This course is being taught completely online through the Canvas learning management system. Students are also expected to view all of the course lectures, participate in all assigned discussion boards, and complete all assignments through the course website.

Students should adhere to the university policies regarding academic misconduct (i.e., plagiarism, cheating, or other dishonest representations of academic work). Students in violation of these policies will be subject to the university's academic misconduct procedures.

Your active participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives

Course Materials and Technology

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2

ACADEMIC REQUIREMENTS AND GRADING

Requirement	Points value	Total
Discussion board post/responses	10 (x17)	170
Written work – Q/A or Essay	20 (x11)	220
Construction Model segments	15 (x12)	180
Qualtrics survey completions	15 +15	30
Final Project – Athlete-Centered Leadership Construction Model	100	100
Total		700

Point system used (i.e., how do course points translate into letter grades).

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Points earned	651+	630-650	649-609	608-581	580-560	559-539	538-511	510-490	489-469	468-420
% of 700 pts.	93-100%	90-92.9%	87-89.9%	83-86.9%	80-82.9%	77-77.9%	73-76.9%	70-72.9%	67-69.9%	60-66.9%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Communication Guidelines

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the

Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

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/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:

Alachua County Crisis Center
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment *optional*

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning

environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

See Course Schedule Below:

Module	Week	Assignment	Due Date	Points
Module 1 Introduction to Athlete-Centered Coaching In this module, students will understand how sports participation can both positively and negatively affect youth development. The student will reflect on their personal history and experience as a coach and an athlete to evaluate the style of coaching they received and its affects. The role that the quest for achievement plays in identity formation will be explored. Students will also become familiar with the Athlete-Centered Coaching model, including its thought processes, elements and goals. Students will evaluate whether new societal influences necessitate coaching model and behavior adaptations.	1	Discussion Forum: personal introduction		10
		Discussion Forum: personal youth experience		10
		Short Essay: Athlete-Centered Coaching response		20
		Qualtrics Intro survey completion		15
	2	Discussion Forum: "competition"		10
		Short Answer: Goals and Purposes of Sport		20
		Q/A: pros/cons of achievement fueled identity		20
		Short Essay: "What's it like to be coached by you?"		20
	3	Discussion Forum: State of Play		10
		Q/A: evolution of coaching		20
Discussion Forum: Positive psychology			10	
Module 2 Leadership in Sport and Business Success in sports requires teamwork, as does success in business. Correlations are being recognized between how sports leadership is similar to business leadership and how skills learned in sports performance can be applied successfully in life and business. In this module, differing forms of leadership will be explored, along with the pros and cons of each style.	4	Q/A: Leadership styles contrast		20
		Discussion Forum: Definition of success		10
	5	CM: How to build team cohesion		20
		Discussion Forum: Captains		10
		Discussion Forum: Communication		10

Module 3				
<p>Building the Athlete-Centered Coaching model</p> <p>In this module students will develop a fuller understanding of emotional and mental coaching constructs such as motivation, confidence, stress, aggression, goal orientation, goal perspective, positivity, and concentration. Students will propose their own Athlete-Centered Coaching model, based on research provided.</p>	6	Discussion Forum: Coach perception of ACC		10
		CM: Goals and purposes of sport		15
		Short Essay: "What is mental toughness?"		20
	7	CM: How to create autonomy and motivation		15
		Discussion Forum: Approach & Avoidance motivation		10
		Discussion Forum: Critical Coaching		10
	8	CM: How to create a Mastery-culture		15
		Q/A: Growth Mindset		20
		Discussion Forum: Pro athlete mindset		10
	9	CM: How to create Composure		15
		Discussion Forum: Personal composure story		10
		Short Essay: Coaching against Perfectionism		20
	10	CM: How to create respect		15
		Discussion Forum: Bracketed morality		10
	11	CM: How to create positivity in others		15
		CM: How to create positivity in self		15
		CM: How to create confidence in others		15
		Discussion Forum: Optimal positivity ratio		10
	12	CM: How to create focus		15
		Discussion Forum: internal vs. external distractions		10
	13	CM: How to help injured athletes		15
		Discussion Forum: dealing with injured athletes vs. dealing with injuries		10

Module 4 Measuring Success In this module, students will study how society judges sports success by wins and losses and by the final stats and scores. Students will further learn that, if personal development is a dual goal with performance development, other measuring	14	Short Essay: Survey reflection	20
		Qualtrics survey completion – “resurvey”	15
Module 5 “Self” Leadership In this module, students will study self-leadership and how the focus on identifying and removing personal constraints to performance as a coach reflect self-leadership qualities. All leaders teach more by what they do than what they say. All athletes need to remove constraints to reach their best, and coaches/leaders are not immune to that same need.	15	Short Essay: personal constraints plan of attack	20
		CM: How to avoid personal burnout	15
FINAL PROJECT	16	Final Project Submission: Athlete-Centered Coaching Model	100
Total class points available			700