

HPC: Priority Alignment

What's Really Important

PET 5185 | Section OS16/SM45

Class # 21857

3 Credits | Spring 2026

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COURSE INFORMATION

INSTRUCTOR

Becky Burleigh, MS

Office: Remote, available via Zoom/phone

Email: beckyb@ufl.edu

Mobile number: 352.256.1107

Preferred method of contact: Text (*Expect a response within 24 hours M-F, 48 hours Sat/Sun*)

OFFICE HOURS

Virtual office hours available via Zoom by appointment.

COURSE ACCESS

Access course through Canvas on UF E-learning (<https://elearning.ufl.edu/>).

Course URL: <https://ufl.instructure.com/courses/555080>

COURSE DESCRIPTION

Students will critically evaluate the research on coaching, coaching stressors, and the reliance of achievement in sport to gain perspective and self-awareness to manage collateral damage in high-performance settings. Students will design effective plans to navigate these demands through the integration of work and life to stay healthy and maintain a focus on “What’s Really Important.”

PREREQUISITES

- There are no prerequisites for this course.

MATERIALS/TEXTBOOKS

- Ledbetter, B. (2018). *What's Really Important*. WDW Publishing.
- Other required readings and videos are posted on the course website.
- There are no supply or material fees for this course.

COURSE FORMAT

- **Instructional Methods:** The format for this course consists of asynchronous lectures, readings, assignments, and discussions to provide students with a variety of learning methods. This course is accessible through the eLearning platform. 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 are capable of meeting the following general requirements. A student’s computer configuration should include:

- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- 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.
- **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 will be able to:

1. Develop clarity into how society measures success and analyze the traps of attaching your importance to achievement.
2. Create systems of healthy habits for career longevity.
3. Evaluate key roles and core values to integrate your professional and personal lives.
4. Analyze the signs and symptoms of identity foreclosure and create your own character audit.
5. Assemble strategies for career change, termination, and sustained success.

COURSE GRADING

The table below provides an outline of course assessments.

Course Assessments	Points Per Assessment	% of Total Grade
Module Assignments (4)	40 pts each = 160 pts	160/840 = 19%
Unit Live Digital Lectures & Questions or Unit Recorded Lectures & Questions (14)	10 pts each = 140 pts	140/840 = 17%
Unit Discussion Boards (14)	15 pts each = 210 pts	210/840 = 25%
Module Voice Thread Response Logs (4)	30 pts each = 120 pts	120/840 = 14%
Coaching Lab Reflection Papers (3)	20 pts each = 60 pts	60/840 = 7%
Whiplash Reflection Position Paper (1)	50 pts each = 50 pts	50/840 = 6%
If You So Choose Exercise	50 pts each = 50 pts	50/840 = 6%
Final Reflection Paper (1)	50 pts each = 50 pts	50/840 = 6%
	Total = 840 pts	Total = 100%

Module Assignments (4 x 40 pts = 160 pts): The assignments and readings are intended to introduce broader theory and concepts that are developed through examples depicted in units, as well as to provide research to frame the unit work. Each module includes an assignment requiring students to synthesize the content from the modules and readings. The assignments will help students take the concepts presented in the modules and apply them with direct interactions with other coaches/peers. Module Assignments will be due at the conclusion of each of the four modules. Refer to the grading rubric below.

Module Assignments Grading Rubric

Criterion	Exceeded Expectations (10-9 pts)	Met Expectations (8-7 pts)	Below Expectations (6-0 pts)	Score
Communication of Thoughts	-Demonstrates an accurate and complete understanding of the questions. -Answer displays clarity of thought, depth of reflection, and insight.	-Demonstrates somewhat of an accurate understanding of the questions. -Answer displays some thought, reflection, and insight.	-Poorly demonstrates an understanding of the question. -Answers display poor thought, reflection, and insight.	____/10
Application of Concepts	-Applied concepts to a team environment through interactions with other coaches or athletes.	-Somewhat applied concepts to a team environment through interactions with other coaches or athletes.	-Poorly applied concepts to a team environment through interactions with other coaches or athletes.	____/10
Evidence to Support Claims	-In-depth, insightful reflections that demonstrate critical thinking and include at least 3 real-world experiences or examples.	-Somewhat insightful reflections that demonstrate some level of thinking and include at least 2 real-world experiences or examples.	-Lack of insightful reflections and include 1 real-world experience or example.	____/10
Assignment Requirements	-Interviewed two professionals. -Followed directions. -Responses are at least 500 words. -Submitted the assignment by 11:59 pm on Friday.	-Interviewed one professional. -Somewhat followed directions. -Responses are fewer than 500 words but more than 300 words. -Submitted the assignment by 11:59 pm on Friday.	-Did not interview professionals. -Did not follow directions. -Responses are fewer than 300 words. -Did not submit the assignment by 11:59 pm on Friday.	____/10
				Total /40

Unit Live Digital Lectures & Questions (Option #1) or Unit Recorded Lectures & Questions (Option #2) - (14 x 10 pts = 140 pts): Students will complete either the weekly *Unit Live Digital Lectures and Questions* or weekly *Unit Recorded Lectures & Questions* but not both. It is preferred that students attend the *Unit Live Digital Lectures* but if a student is unable to attend the *Unit Live Digital Lectures*, they will complete the *Unit Recorded Lectures and Questions* instead. Most weekly *Unit Live Digital Lectures* will involve a guest speaker in an interview format, which will allow for interaction from the audience. Lectures will also include the instructor's 30+ years of experience as a coach/leader and Brett Ledbetter's subject matter expertise with practical guidance on issues that students may encounter. The recorded *Unit Live Digital Lectures* will be posted to the appropriate Module page in Canvas by the following day. Refer to the grading rubrics below.

- **Option 1#Unit Live Digital Lectures** - Students completing the *Unit Live Digital Lectures* will attend the *Unit Live Digital Lectures* at designated times each week and complete follow-up questions after the lectures. Students will earn points based on their responses to questions.

Unit Live Digital Lectures & Questions Grading Rubric

Criteria	Exemplary (10-9 points)	Proficient (8-7 points)	Poor (6-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

- **Option #2 Unit Recorded Lectures & Questions-** Students unable to attend the Unit Live Digital Lectures will complete the Unit Recorded Lectures and Questions. Students will watch the recorded Unit Live Digital Lectures and answer questions. Students will earn points based on their responses to questions from the recorded lectures. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day.

Unit Recorded Lectures and Questions Grading Rubric

Criteria	Exemplary (10-9 points)	Proficient (8-7 points)	Poor (6-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

Unit Discussion Boards (14 x 15 points = 210 pts): Unit discussion boards are used to weave key concepts presented in lectures, videos, and readings into purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small student groups. Students will post one response to a prompt and one response to another student's post on specified days and times, totaling two posts per discussion board. The two posts must each be between **150 to 300 words** and include a word count for each post. Refer to the grading rubric below.

Unit Discussion Boards Grading Rubric

Criterion	Exemplary (5 points)	Proficient (4 points)	Unsatisfactory (3-0 points)	Score
Critical Analysis	Discussion posts display logical thinking, ideas, and insights. Student displays an understanding of course content.	Discussion posts display limited logical thinking, ideas, and insights. The student generally displays an understanding of course content.	Discussion posts fail to display logical thinking, ideas, and insights. Student does not display an understanding of course content.	___/5 pts
Student Interactions	Posts comprehensively addresses the discussion with a stimulating post to another student.	Posts address the discussion with a somewhat stimulating post to another student.	Posts do not address the discussion and are not stimulating.	___/5 pts
Timeliness and Word Count	Two posts are completed by Friday 11:59 pm EST prior to the due date and are both at least 150 words each.	One post is completed by Friday 11:59 pm EST prior to the due date and one post is at least 150 words but not both.	Two posts are not completed by Friday 11:59 pm EST prior to the due date and both posts are fewer than 150 words.	___/5 pts

			Total _____/15 pts
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Module VoiceThread Logs (4 x 30 pts = 120 pts): Students will log responses to the Module VoiceThread questions in worksheets in Canvas. The worksheets are compiled and submitted as Module Assignments at the conclusion of each module. There is no minimum word count for responses to the Module VoiceThread Logs.

Module VoiceThread Logs Grading Rubric

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
Application of Knowledge	-Responses are strongly supported by lecture notes/readings. -Demonstrates a high-level of understanding of course material.	-Responses are adequately supported by lecture notes/readings. - Demonstrates an adequate understanding of course material.	-Responses are not supported by lecture notes/ readings. -Does not demonstrate an understanding of course material.	____/15
Analysis	- Responses are thorough and make a clear connection between course concepts and organizational experiences.	- Responses are adequate and make a reasonable connection between course concepts and organizational experiences.	-Response does not attempt to connect course material to organizational experiences.	____/15
		Total Score		____/30

Coaching Lab Reflection Papers (3 x 20 pts = 60pts): Students are required to write three Coaching Lab Reflection papers. The labs consist of live and recorded labs with coaches from all sports at all levels in a Zoom format with breakout rooms. Topics are based around current events in coaching. Students must write one paper based on one live coaching lab and the two remaining papers may include reflections on the live or recorded labs.

Coaching Lab Reflection Papers Grading Rubric

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
Application of Knowledge	-Paper is strongly supported by content from the coaching lab. -Demonstrates a high-level understanding of coaching lab content.	-Paper is adequately supported by content from the coaching lab. -Demonstrates a good understanding of coaching lab content.	-Paper is poorly supported by content from the coaching lab. -Does not demonstrate an understanding of coaching lab content.	____/10
Analysis	- In-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Somewhat in-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Reflections poorly demonstrate critical thinking and organizational application.	____/10
		Total Score		____/20

Whiplash Reflection Position Paper (50 points): Students will watch the movie *Whiplash* and write a reflection paper that discusses the parallels to high-performance environments, including your own settings if relevant.

Whiplash Reflection Position Paper Grading Rubric

Criterion	Excellent (25-23 points)	Good (22-20 points)	Average (19-18 points)	Poor (17-0 points)	Score
Application of Knowledge	<ul style="list-style-type: none"> -Provides strong support for the topic. -Demonstrates a high-level understanding of the topic. 	<ul style="list-style-type: none"> - Provides support for the topic. -Demonstrates a good understanding of the topic. 	<ul style="list-style-type: none"> - Provides somewhat support for the topic. -Demonstrates an average understanding of the topic. 	<ul style="list-style-type: none"> - Provides inadequate support for the topic -Poorly demonstrates an understanding of course material. 	____/25
Analysis	<ul style="list-style-type: none"> - Paper is thorough and synthesizes the parallels between the movie and high-performance environments. -Paper shows strong sincerity and depth in the reflection. 	<ul style="list-style-type: none"> - Paper is good and synthesizes the parallels between the movie and high-performance environments. -Paper shows sincerity and depth in the reflection. 	<ul style="list-style-type: none"> - Paper adequately synthesizes the parallels between the movie and high-performance environments. -Paper shows adequate sincerity and depth in the reflection. 	<ul style="list-style-type: none"> - Paper poorly synthesizes the parallels between the movie and high-performance environments. -Paper shows poor sincerity and depth in the reflection. 	____/25
			Total Score		____/50

If You So Choose Exercise (50 points): Students will interview a high performer and present two videos from the course. Students will record the discussion about the responses of the interviewee as well as synthesize their own experiences/opinions from the media shown.

If You So Choose Grading Rubric

Criterion	Excellent (25-23 points)	Good (22-20 points)	Average (19-18 points)	Poor (17-0 points)	Score
Application of Knowledge	<ul style="list-style-type: none"> -Paper is strongly supported by the lecture notes/readings. -Examples provided add strong support for the questions being asked. -Demonstrates a high-level understanding of course material. 	<ul style="list-style-type: none"> -Paper is supported by lecture notes/readings. -Examples provided support for the questions being asked. -Demonstrates a good understanding of course material. 	<ul style="list-style-type: none"> -Paper is adequately supported by lecture notes/readings. -Examples provided adequate support for the questions being asked. -Demonstrates an adequate understanding of course material. 	<ul style="list-style-type: none"> -Paper is poorly supported by lecture notes/readings. -Examples provided inadequate support for the questions being asked. -Poorly demonstrate an understanding of course material. 	____/25

Analysis	<ul style="list-style-type: none"> - Paper is strongly thorough and synthesizes the interviewees responses and experiences and/or opinions about the videos. 	<ul style="list-style-type: none"> - Paper is good and synthesizes the interviewees responses and experiences and/or opinions about the videos. 	<ul style="list-style-type: none"> - Paper is adequate and synthesizes the interviewees responses and experiences and/or opinions about the videos. 	<ul style="list-style-type: none"> - Paper poorly synthesizes the interviewees responses and experiences and/or opinions about the videos. 	<u> </u> /25
			Total Score		<u> </u> /50

Final Reflection Position Paper (50 points): At the conclusion of the course, students will write a final reflection position paper that synthesizes the course learning objectives into a position paper on what philosophies and systems the student will create in their own environment to repurpose the sport experience.

Final Reflection Position Paper Grading Rubric

Criterion	Excellent (25-23 points)	Good (22-20 points)	Average (19-18 points)	Poor (17-0 points)	Score
Application of Knowledge	<ul style="list-style-type: none"> -Paper is strongly supported by lecture notes/readings. -Examples provided add strong support for the questions being asked. -Demonstrates a high-level understanding of course material. 	<ul style="list-style-type: none"> -Paper is supported by lecture notes/readings. -Examples provided support for the questions being asked. -Demonstrates a good understanding of course material. 	<ul style="list-style-type: none"> -Paper is adequately supported by lecture notes/readings. -Examples provided adequate support for the questions being asked. -Demonstrates an adequate understanding of course material. 	<ul style="list-style-type: none"> -Paper is poorly supported by lecture notes/readings. -Examples provided inadequate support for the questions being asked. -Poorly demonstrate an understanding of course material. 	<u> </u> /25
Analysis	<ul style="list-style-type: none"> - Paper is strongly thorough and synthesizes the course learning objectives and integrates course concepts into team/staff environments. -Paper shows strong sincerity and depth in the personal reflection and examines feelings and 	<ul style="list-style-type: none"> - Paper is good and synthesizes the course learning objectives and integrates course concepts team/staff environments. -Paper shows good depth in its personal reflection and begins examining feelings and 	<ul style="list-style-type: none"> - Paper is adequate and synthesizes the course learning objectives and integrates course concepts team/staff environments. -Paper shows some depth in its personal reflection and begins examining feelings and 	<ul style="list-style-type: none"> -Paper is poor and does not attempt to connect course material to life experiences and fails to integrate course concepts into team/staff environments. -Paper poorly generates personal reflection. 	<u> </u> /25

	reasons for the action.				
			Total Score		___/50

Course & University Policies

ATTENDANCE POLICY

There is no attendance policy for this course. Requirements for make-up assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

PERSONAL CONDUCT POLICY

Please demonstrate respectful behavior and civil discourse in this class. This includes respect and consideration for the ideas and beliefs expressed by all students, the instructor, and guest speakers.

Adherence to the UF Student Honor Code

- 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.

ASSIGNMENTS

- Assignments must be typed and double-spaced, using 12-point font, Times New Roman, and 1-inch margins. Please submit assignments to the eLearning platform, following **APA guidelines** (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). Proofread all assignments. Include citations if you are citing someone else’s work. Technology problems are not acceptable excuses for late assignments or missed exams. Refer to the Course Schedule and/or eLearning platform for assignment due dates.

MAKE-UP POLICY

- Make-up quizzes, assignments, discussions, and other work in this course are consistent with university policies found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”
- 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.
- If technology becomes an issue in submitting assignments or other work to eLearning, please call the UF Help Desk. After problems have been reported to the UF Help Desk, please provide the instructor with the ticket number if you are requesting make-ups due to technical issues. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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, go online at <https://accessibility.ufl.edu/>, or visit the Dean of Students Office. Once registered, please visit me or send me an email 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 the classroom.

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.

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY (IDEA) RESOURCES

- It is my intent that students from all diverse backgrounds and perspectives be equitably served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class are viewed as inclusive as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, for other students, or student groups.
- For suggestions or concerns related to IDEA, please reach out to any of the following:
 - Dr. Christine Wegner, SPM IDEA Liaison, christinewegner@ufl.edu
 - Dr. Cyntrice Thomas, SPM Graduate Coordinator, cthomas10@ufl.edu
 - Dr. Cynthia Willming, SPM Undergraduate Coordinator, willming@hhp.ufl.edu

IN-CLASS RECORDINGS

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (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. Specifically, 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

STUDENT SUPPORT

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Crisis Lifeline:** 988
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.

- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608: ufhealth.org/emergency-room-trauma-center.

ACADEMIC SUPPORT

- **eLearning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

Weekly Tentative Course Schedule

The 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

- Jan 20th: MLK Day
- Spring Break Mar 17-21
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#fall23text>

Weekly Course Schedule

Units	Dates	Readings & Videos	Assignments
		Module 1	
	1-12 to 1-18	<p><i>What's Really Important: Introduction</i></p> <p><i>What's Really Important</i> pp. 3-38</p> <p>Expectations for engagement for lectures and discussions</p> <p>“Guilt and Perfectionism”</p> <p>“Do You Feel Guilty All the Time?”</p> <p>NCAA Coach Well-Being Survey</p> <p>“In the Best Sports Organizations, Mental Health Support is for Coaches, Too”</p>	<p>Due: Sun 1-18 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Due: Sun 1-18 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Sun 1-18 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Explain your coaching/leadership background and why you got into that role. If you have yet to lead, describe what you would like to do in that space and why. <p>Due: Sun 1-18 at 11:59 pm</p> <ul style="list-style-type: none"> • Orientation Quiz
#1	1-12 to 1-18	<p><i>The Sacrifice/If Youth Knew</i></p> <p><i>What's Really Important</i> pp. 3-38</p> <p>Expectations for engagement for lectures and discussions</p> <p>“Guilt and Perfectionism”</p> <p>“Do You Feel Guilty All the Time?”</p> <p>NCAA Coach Well-Being Survey</p> <p>“In the Best Sports Organizations, Mental Health Support is for Coaches, Too”</p>	<p>Due: Sun 1-18 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 1)</p> <ul style="list-style-type: none"> • Unit #2 Voicethread <p>Due: Sun 1-18 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Sun 1-18 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Take yourself through the quadrant exercise and provide a reflection on doing the exercise. <p>Begin:</p> <ul style="list-style-type: none"> • Module 1 Assignment
#2	1-19 to 1-25	<i>Rob Mullen: Unanswered Questions</i>	<p>Due: Sun 1-25 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin (to turn in at end of Module 1)</p>

		<p><i>What's Really Important</i> pp. 3-38</p> <p>Expectations for engagement for lectures and discussions</p> <p>“Guilt and Perfectionism”</p> <p>“Do You Feel Guilty All the Time?”</p> <p>NCAA Coach Well-Being Survey</p> <p>“In the Best Sports Organizations, Mental Health Support is for Coaches, Too”</p>	<ul style="list-style-type: none"> • Unit #3 VoiceThread <p>Due: Sun 1-25 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Sun 1-25 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Write a letter to guilt as if it were a person, describing the impact it has had on your life.
#3	1-26 to 2-1	<p><i>The Conflict/Two Scorecards</i></p> <p><i>What's Really Important</i> pp. 3-38</p> <p>Expectations for engagement for lectures and discussions</p> <p>“Guilt and Perfectionism”</p> <p>“Do You Feel Guilty All the Time?”</p> <p>NCAA Coach Well-Being Survey</p> <p>“In the Best Sports Organizations, Mental Health Support is for Coaches, Too”</p>	<p>Due: Sun 2-1 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 1)</p> <ul style="list-style-type: none"> • Unit #4 VoiceThread <p>Due: Sun 2-1 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Sun 2-1 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Read the NCAA Coach Well-Being Survey and “In the Best Sports Organizations, Mental Health Support is for Coaches, Too” and describe how both relate to you and your current environment. <p>Due: Sun 2-1 at 11:59 pm</p> <ul style="list-style-type: none"> • Module 1 Assignment: Interview two coaches/leaders and take them through the Quadrant Pt. 1 and Pt. 2. Write a reflection paper on your experience in administering the exercise and how you interacted with your interviewee’s responses. <p>Due: Sun 2-1 at 11:59 pm</p> <ul style="list-style-type: none"> • Module 1: Units #2, #3, & #4 VoiceThread Log Assignment
Module 2			
#4	2-2 to 2-8	<p><i>Anson Dorrance: Can You Do Both?</i></p> <p><i>What's Really Important</i> pp. 39-64</p> <p>“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”</p> <p>“College Coaches’ Experiences with Stress—Problem Solvers Have Problems, Too”</p>	<p>Due: Sun 2-8 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 2)</p> <ul style="list-style-type: none"> • Unit #5 VoiceThread <p>Due: Sun 2-8 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Sun 2-8 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Watch legendary UNC soccer coach interacting with a coach about approval. React to the discussion by sharing your biggest takeaways and how the discussion relates to you personally.

			<p>Due: Sun 2-8 at 11:59 pm</p> <ul style="list-style-type: none"> • First Coaching Lab Reflection <p>Due: Sun 2-8 at 11:59 pm</p> <ul style="list-style-type: none"> • <i>Whiplash</i> Reflection Paper
#5	2-9 to 2-15	<p><i>Jay Wright: Finding My Way</i> <i>What's Really Important</i> pp. 39-64</p> <p>“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”</p> <p>“College Coaches’ Experiences with Stress—Problem Solvers Have Problems, Too”</p>	<p>Due: Sun 2-15 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 2)</p> <ul style="list-style-type: none"> • Unit #6 VoiceThread <p>Due: Sun 2-15 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Sun 2-15 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Pair with a classmate to watch the legendary Kansas basketball coach Bill Self describe the early stages of his career. Discuss your perspectives and how his experience applies to your own. <p>Due: Sun 2-15 at 11:59 pm</p> <ul style="list-style-type: none"> • First Coaching Lab Reflection Paper
#6	2-16 to 2-22	<p><i>Urban Meyer: The Celebrated Addict</i> <i>What's Really Important</i> pp. 39-64</p> <p>“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”</p> <p>“College Coaches’ Experiences with Stress—Problem Solvers Have Problems, Too”</p>	<p>Due: Sun 2-22 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 2)</p> <ul style="list-style-type: none"> • Unit #7 VoiceThread <p>Due: Sun 2-22 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Sun 2-22 at 11:59 pm</p> <p>Unit Discussion Board: Read “Relationships among coach burnout, coach behaviors, and athletes’ psychological responses” and watch the Bill Self video. Reflect on the biggest interactions you see both from the article and the video.</p>
#7	2-23 to 3-1	<p><i>Billy Donovan: Profit and Loss</i> <i>What's Really Important</i> pp. 39-64</p> <p>“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”</p> <p>“College Coaches’ Experiences with Stress—Problem Solvers Have Problems, Too”</p>	<p>Due: Sun 3-1 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 2)</p> <ul style="list-style-type: none"> • Unit #8 VoiceThread <p>Due: Sun 3-1 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Sun 3-1 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Watch the two videos featuring Anson Dorrance (UNC Soccer) and Sherri Coale (Oklahoma Basketball) and share your biggest takeaways and applications to your own environment. <p>Due: Sun 3-1 at 11:59 pm</p> <ul style="list-style-type: none"> • Module 2: Units #5, #6, #7, & #8 VoiceThread Log Assignment <p>Due: Sun 3-1 at 11:59 pm</p>

			<ul style="list-style-type: none"> Module 2 Assignment: Interview a coach or leader and ask them to provide the Top 5 things they would tell their younger self. Reflect on their responses and include your own Top 5. 	
		Module 3		
#8	3-2 to 3-8	<p>Lessons From Titletown <i>What's Really Important</i> pp. 65-96 “Tim Corbin has routine Zoom calls with Brad Stevens, others.” “Collaborative Coaches: UF Head Coaches Involved in Unique Practice” “Out at Coach at Indiana, Tom Crean Embarked on the Ultimate Gap Year” “Everyone is Going Through Something”</p>	<p>Due: Sun 3-8 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 3)</p> <ul style="list-style-type: none"> Unit #9 VoiceThread <p>Due: Sun 3-8 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Sun 3-8 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Read two articles about coach support systems. Answer the two prompts that discuss signals sent to coaches and coach defense mechanisms. How does a support system benefit high performance? 	
#9	3-9 to 3-15	<p>Lessons From Getting Fired <i>What's Really Important</i> pp. 65-96 “Tim Corbin has routine Zoom calls with Brad Stevens, others.” “Collaborative Coaches: UF Head Coaches Involved in Unique Practice” “Out at Coach at Indiana, Tom Crean Embarked on the Ultimate Gap Year” “Everyone is Going Through Something”</p>	<p>Due: Sun 3-15 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 3)</p> <ul style="list-style-type: none"> Unit #10 VoiceThread <p>Due: Sun 3-15 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Sun 3-15 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Watch the video with legendary Kentucky basketball coach John Calipari and his wife, Ellen. Take notes and list your takeaways and application to your own environment. 	
#10	3-23 to 3-29	<p>Sue Enquist: Conditional Values <i>What's Really Important</i> pp. 65-96 “Tim Corbin has routine Zoom calls with Brad Stevens, others.” “Collaborative Coaches: UF Head Coaches Involved in Unique Practice” “Out at Coach at Indiana, Tom Crean Embarked on the Ultimate Gap Year” “Everyone is Going Through Something”</p>	<p>Due: Sun 3-29 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 3)</p> <ul style="list-style-type: none"> Unit #11 VoiceThread <p>Due: Sun 3-29 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Sun 3-29 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Read the Player's Tribune article by NBA star Kevin Love and watch the two interviews about Kevin and his father. Post your biggest takeaways from both and how would you integrate what you watched/read to your course work in this class? <p>Due: Sun 3-29 at 11:59 pm</p>	

		Something”	<ul style="list-style-type: none"> Module 3 Assignment: Make a list of perspective keepers in your life. FaceTime or video chat at least two of them. Describe the value they have in your life and what your conversations revealed. <p>Due: Sun 3-29 at 11:59 pm</p> <ul style="list-style-type: none"> Module 3: Units #9, #10, & #11 VoiceThread Log Assignment <p>Due: Sun 3-29 at 11:59 pm</p> <ul style="list-style-type: none"> Second Coaching Lab Reflection Paper
		Module 4	
#11	3-30 to 4-5	<p>Chris Peterson: Drop the Salt</p> <p><i>What's Really Important</i> pp. 97-121</p> <p>“How Will You Measure Your Life”</p> <p>“Why Success Doesn’t Lead to Satisfaction”</p>	<p>Due: Sun 4-5 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 4)</p> <ul style="list-style-type: none"> Unit #12 VoiceThread <p>Due: Sun 4-5 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Sun 4-5 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Watch the video of a variety of Oklahoma coaches discussing the unglamorous side of their jobs. Post your biggest takeaways and how you can relate it to your current environment.
#12	4-6 to 4-12	<p>Bob Stoops: Exiting the Show</p> <p><i>What's Really Important</i> pp. 97-121</p> <p>“How Will You Measure Your Life”</p> <p>“Why Success Doesn’t Lead to Satisfaction”</p>	<p>Due: Sun 4-12 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 4)</p> <ul style="list-style-type: none"> Unit #13 VoiceThread <p>Due: Sun 4-12 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Sun 4-12 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Watch the video interviewing Oklahoma basketball coach Sherri Coale and a very poignant story around shame. Describe your reaction and share your biggest shame story as a coach.
#13	4-13 to 4-19	<p>Mark Few: Actions Show Values</p> <p><i>What's Really Important</i> pp. 97-121</p> <p>“How Will You Measure Your Life”</p> <p>“Why Success Doesn’t Lead to Satisfaction”</p>	<p>Due: Sun 4-19 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin: (to turn in at end of Module 4)</p> <ul style="list-style-type: none"> Unit #14 VoiceThread <p>Due: Sun 4-19 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Sun 4-19 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Watch the video featuring Dr. Jim Loehr and energy management. How do you relate to this video and how could you get more efficient in your own energy management?

#14	4-20 to 4-26	<p>Greg Sankey: The Role Never Stops <i>What's Really Important</i> pp. 97-121 “How Will You Measure Your Life” “Why Success Doesn’t Lead to Satisfaction”</p>	<p>Begin: (to turn in at end of Module 4)</p> <ul style="list-style-type: none"> • Unit #15 VoiceThread <p>Due: Sun 4-26 at 11:59 pm</p> <ul style="list-style-type: none"> • Discussion Board: Read “How Will You Measure Your Life” and watch the video featuring SEC Commissioner Greg Sankey. How do you relate to Greg’s story and what are your biggest takeaways from both the article and Greg’s interview? <p>Due: Sun 4-26 at 11:59 pm</p> <ul style="list-style-type: none"> • Module 4: Units#12, #13, #14, & #15 VoiceThread Log Assignment <p>Due: Sun 4-26 at 11:59 pm</p> <ul style="list-style-type: none"> • Module 4 Assignment: Watch “The Truman Show” and discuss how the movie relates to the world of high performance and your own environment.
		Course Conclusion	<p>Due: Sun 4-26 at 11:59 pm</p> <ul style="list-style-type: none"> • 3rd Coaching Lab Reflection Paper • If You So Choose Interview • Final Reflection/Position Paper