

# SPORT CAREER TRANSITIONS

**PET4262 | 3 Credits | Spring 2026**

**Class #21506 | Online**

Connect with SPM



## COURSE & INSTRUCTOR INFORMATION

### INSTRUCTOR

**Name:** Emily Plunkett, Ph.D.  
**Pronouns:** she/her/hers  
**Office:** Florida Gym (FLG) 312  
**Office Phone:** 352-294-1669  
**Email:** [eplunkett@ufl.edu](mailto:eplunkett@ufl.edu)

### OFFICE HOURS

**Times:** Mondays 1:30 p.m. – 2:30 p.m., Wednesdays 10:45 a.m. – 11:45 a.m. & by appointment  
**Locations:** In office, by phone, or on Zoom (contact me for link)

### CLASS MEETING TIME/LOCATION

The course meets asynchronously and is 100% online. Please view the course website at <https://elearning.ufl.edu/>

## COURSE DESCRIPTION

This course is designed to provide student-athletes, future athlete/player development specialists, and future athletic support staff 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. The course will focus on exploring concepts of identity formation and liminality. It will also emphasize the importance of an athlete-centered transition and focus on methods to encourage athletes to exert control over their forthcoming transitions.

The course will enable students to learn strategies to assist athletes in acquiring great career capital, particularly through a better understanding of the “self” through self-reflection, self-assessment, and participation in career exploration. 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 themselves by enhancing their career capital, self-awareness, broadening their social and professional networks, and investing in alternative roles. Based on this career identity work, they will personally be able to set and define attainable short-term goals and desired long-term goals in order to establish viable career plans and assist athletes through planning for life after sport.

## COURSE LEARNING OBJECTIVES:

The objectives for the course include:

- Apply various terminologies related to sport career transition to convey the importance of the athletic identity on both the sport career and transition to life after sport.

- Explain 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.
- Integrate practical transition tools and resources to facilitate an athlete-centered transition out of an athletic career.
- Distinguish the different types of identity statuses and structural dimensions for identity formation and discuss the basic concept of liminality for athletes in transition.
- Justify the value of role experimentation and social network expansion in transition, recognizing how awareness of personal attributes contribute to deeper understanding of self and viable career options.
- Identify the relevance of goal setting based on insights and insights in order to develop a viable non-athletic career plan.
- Classify the separation, liminality, and reincorporation phases of the transition model and apply the strategies and directions provided in each of these phases to a shift from the athlete role to the next role in life to optimize psychosocial functioning in life after sport.
- Explain the role of informational interviews and job shadowing in preparing an athlete for life after sport.
- Identify how athletes' transferable skills can be represented on career documents such as resumes and cover letters.

## **PREREQUISITE KNOWLEDGE AND SKILLS**

Student of junior standing or higher.

## **REQUIRED AND RECOMMENDED MATERIALS**

There are no required textbooks for this course, but students will be expected to read, watch, and/or listen to course materials posted to the Canvas course website.

## **COURSE WEBSITE**

All course material, readings/videos/podcasts, assignment instructions, and grades will be posted on the Canvas course website, <https://elearning.ufl.edu/>. Students will be expected to check the course website regularly and submit assignments through Canvas. While Canvas does have an app that students can use, the app may not always show the “home page” of the course website. Therefore, students are encouraged to access Canvas on a browser to ensure they see all content and alert the instructor if they are unable to find any course materials.

## **COURSE COMMUNICATION**

All course communication will either occur in class, through the course website (e.g. announcements), or through students' UFL email. Students should check their UFL email regularly and ensure they enable notifications from Canvas to receive all course communication. Students should not contact their professors on personal email accounts.

The preferred way to contact the instructor is through UF email. This ensures I can respond to your message as quickly as possible. I aim to respond to all emails in 48 business hours (Monday-Friday, 8 a.m. - 5 p.m.).

---

## UNIVERSITY POLICIES & RESOURCES

### ACADEMIC POLICIES AND RESOURCES

University-wide academic policies (e.g. requirements for attendance and makeup work, disability resources, grading policies, evaluations, honor code) and resources (e.g. computer support, career center, library, writing center, etc.) are available at the following link:

<https://go.ufl.edu/syllabuspolicies>

---

## COURSE POLICIES & RESOURCES

### ATTENDANCE, MAKEUP, & LATE POLICY

Assignments are due at 11:59 p.m. on dates indicated on the syllabus and on Canvas. In general, late submissions are not accepted. The instructor understands that unexpected situations may arise throughout the semester that may impede a student's ability to participate or submit an assignment on time. In the event this occurs, students are encouraged to communicate with the instructor and/or the Dean of Students Office (who will then communicate with the instructor). The instructor is happy to assist but can't help you if unaware of the circumstances.

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. The Dean of Students Office (DSO; [www.dso.ufl.edu](http://www.dso.ufl.edu)) is available to you as a resource, especially assisting with student illnesses and family emergencies. If you would like to provide any documentation regarding illness or family emergency, UF DSO requests that you do not provide this documentation to the instructor but rather, to the DSO. This is your personal and protected information, and the DSO is qualified to receive and verify the documents, as well as recommend actions for professors to follow to best help you.

### GENERATIVE AI POLICY

New AI tools may be helpful for your future professional lives, and so AI may be used in this course to *aid*, not *evade*, learning. Some assignments in this course may require the explicit and intentional use of generative AI. AI may be able to generate ideas/topics for your assignments, formulate structure for your written work, and can even help you find existing research on the topic. These uses are permitted in this course. Any AI generator used to support your work must be included as a source/citation. In other words, students must give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.

---

## ASSIGNMENTS & GRADING

### ASSIGNMENTS

Detailed instructions for each assignment are available on the Canvas website.

#### **Projects** – 150 points

- Transition Toolkit (80 points)
- Retirement Conversation Analysis (70 points)

#### **Quizzes** – 200 points

- Four quizzes (4 X 50 points each)

#### **Activities** – 150 points

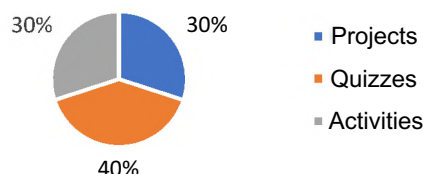
- Weekly Yellowdig participation (13 x 10 points each)
- Two Surveys (2 X 10 points each)

## GRADING SUMMARY

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 provided. Grades can be found on the Canvas site.

Category	Total Points	Percent of Grade
Projects	150	30%
Quizzes	200	40%
Activities	150	30%
<b>Total</b>	<b>500</b>	<b>100%</b>

Grade Breakdown



## GRADING SCALE

Scores and feedback will be uploaded into Canvas. If you are unsure why you received a deduction/score or feel there is an error in grading, please contact me via email within one week of the grade being posted. I do my best to provide prompt feedback to hundreds of students in my classes by using rubrics and selected comments. However, I am always happy to discuss student work in more detail, so students who would like additional feedback are welcome to contact the instructor.

Grades should generally always be given in whole numbers of points. Your final grade for the course is based on the total points you receive. (Percentages inform those cutoffs.) Therefore, there should be no need to “round” a grade. Please refer to the table below for a breakdown of points needed to earn each letter grade.

More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. Requests for additional extra credit or special exceptions to these grading policies (i.e., awarding a higher letter grade than earned) can be interpreted as asking for preferential treatment and are prohibited.

Letter Grade	Points Needed to Earn Each Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	465-500	93-100%	4.0
A-	450-464	90-92.99%	3.67
B+	435-449	87-89.99%	3.33
B	415-434	83-86.99%	3.0
B-	400-414	80-82.99%	2.67
C+	385-399	77-79.99%	2.33
C	365-384	73-76.99%	2.0
C-	350-364	70-72.99%	1.67
D+	335-349	67-69.99%	1.33
D	315-334	63-66.99%	1.0
D-	300-314	60-62.99%	0.67
E	0-299	0-59.99%	0

# COURSE SCHEDULE

## TENTATIVE WEEKLY SCHEDULE

WEEK	DATES	TOPIC	ASSIGNMENTS
<b>Module 1:</b> <b><i>Introduction to Sport Career Transitions</i></b>			
Week 1	1/12-18	Introduction to Athlete Development and Sport Career Transitions	Discussion #1 post due 1/16, reply due 1/18 Pre-Course Survey due 1/18
Week 2	1/19-25	Understanding the Sport Career Transition (SCT)	Discussion #2 post due 1/23, reply due 1/25
Week 3	1/26-2/1	Athlete Identity in the SCT	Discussion #3 post due 1/30, reply due 2/1
Week 4	2/2-8	Career Identity in the SCT	Discussion #4 post due 2/6, reply due 2/8 Quiz #1 due 2/8
<b>Module 2:</b> <b><i>Pre-Liminal Investments</i></b>			
Week 5	2/9-15	Foundations of Career Development	Discussion #5 post due 2/13, reply due 2/15
Week 6	2/16-22	External Career Exploration	Discussion #6 post due 2/20, reply due 2/22
Week 7	2/23-3/1	Internal Career Exploration	Discussion #7 post due 2/27, reply due 3/1 Retirement Conversation Analysis due 3/1
Week 8	3/2-8	Building A Career Portfolio	Discussion #8 post due 3/6, reply due 3/8
Week 9	3/9-15	Identity Work and Self-Awareness	Discussion #9 post due 3/13, reply due 3/15 Quiz #2 due 3/15
<b>Module 3:</b> <b><i>Navigating the Liminal Process</i></b>			
Week 10	3/16-22	<b><i>No Class – Spring Break</i></b>	
Week 11	3/23-29	Liminality Rituals and Strategies	Discussion #10 post due 3/27, reply due 3/29
Week 12	3/30-4/5	Mental & Physical Health in Transition	Discussion #11 post due 4/3, reply due 4/5
Week 13	4/6-12	Social Support & Fiscal Literacy in Transition	Discussion #12 post due 4/10, reply due 4/12 Quiz #3 due 4/12
<b>Module 4:</b> <b><i>Reincorporation in Life After Sport</i></b>			
Week 14	4/13-19	Reincorporation and Optimal Psychological Functioning in Life After Sport	Discussion #13 post due 4/17, reply due 4/19 Transition Toolkit due 4/19
Week 15	4/20-26	Research in Sport Transitions: Future Applications	Quiz #4 due 4/22 Post-Course Survey due 4/25
Week 16	4/27-5/1	<b><i>No Class – Exam Week</i></b>	