

Performance Enhancement

APK6408 | Class # 22864 | 3 Credits | Spring 2024

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Course Info

INSTRUCTOR

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OFFICE HOURS

Excluding UF Holidays:
Tuesday: 1100am-1200pm
Wednesday: 930-1030am
Available by appointment when scheduled at least 1 business day in advance.

COURSE ACCESS

Access course through Canvas on UF e-Learning
<https://elearning.ufl.edu/> & the **Canvas** mobile app by **Instructure**

COURSE DESCRIPTION

Mental and psychological techniques and strategies to improve performance and achievement in sport and exercise.

COURSE OVERVIEW

APK 6408 - Performance Enhancement examines the cognitive, social, behavioral, and neurophysiological factors that influence performance in sport and other motor performance endeavors. The field of sport psychology actively promotes the scientist-practitioner model. Utilization of the scientist-practitioner model involves the ability to consume and appropriately apply contemporary theory and scientific findings to the practice of applied sport psychology. Accordingly, APK 6408 will explore how sport psychology science and theory inform practical application of psychological skills interventions.

Topics covered include examining how psychological factors and psychological skills training programs can be leveraged to enhance performance from the perspectives of youth sport; expertise

development; practice structure; diversity; leadership; teams; athlete burnout; athlete coping; and athlete transition.

PREREQUISITE KNOWLEDGE AND SKILLS

Students must hold Graduate Student classification based on the UF Registrar's class Student Classifications system (<https://catalog.ufl.edu/UGRD/academic-regulations/student-classifications/>). Students must complete APK 5404 or equivalent, or acquire instructor approval.

REQUIRED AND RECOMMENDED MATERIALS

Textbooks:

- Collins, D.J., Abbott, A., & Richards, H. (2011). *Performance Psychology: A Practitioner's Guide*. New York: Elsevier Health Sciences. ISBN: 978-0-443-06734-1
- Dosit, J. (2019). *The Sport Psychologist's Handbook A Guide for Sport-Specific Performance Enhancement*. ISBN: 978-0-470-86355-8
- Mack, G. (2001). *Mind Gym. An Athlete's Guide to Inner Excellence*. ISBN: 978-0-071-39597-7
- Additional materials will be assigned and available through the UF E- Learning course shell.

COURSE FORMAT

The course is organized into 5 modules. Within each module, students will have the opportunity to engage in course content and graded learning activities. The learning activities are designed to catalyze student achievement of the following course goals and objectives.

COURSE LEARNING OBJECTIVES:

1. To facilitate opportunities for student understanding of:

- the scientific evidence and theoretical perspectives that provide insight into how psychological factors influence the performance of human movement and sport.
- the interdependence and influence of various psychological factors on athletic performance, injuries, career transition, and overall well-being.
- typical scientific protocols utilized in sport psychology research.
- commonly utilized psychological skills interventions designed to improve overall sport performance.

2. To facilitate student skill development in:

- retrieving, evaluating quality, and identifying applicability of emerging scientific literature in sport psychology.
- engaging in critical, constructive, and diplomatic academic discussions of sport psychology topics and scientific literature.
- effective written communication of scientific knowledge in sport psychology.
- analyzing needs for sporty psychology programming and developing plans to implement sport psychology programming.
- developing engaging presentations aimed at imparting scientific knowledge efficiently and effectively to a targeted audience.

Course & University Policies

ATTENDANCE POLICY

Requirements for class attendance (participation) and make-up exams, assignments, and other work in this course are consistent with university policies

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

PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and the University. 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. Students are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor, graduate assistant, or teaching assistant in this class.

COPYRIGHT STATEMENT

The materials used in this course are copyrighted. Course content is the intellectual property of Garrett Beatty, and property of the University of Florida. Course content may not be duplicated in any format without explicit permission from the College of Health and Human Performance, UF, and Garrett Beatty. Course content may not be used for any commercial purposes. Individuals violating this policy may be subject to disciplinary action or legal litigation from the University and other injured parties.

EXAM MAKE-UP POLICY

Unless excused based on University policies

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), missed examinations and non-submitted or late assignments will be not be evaluated and will be assigned a grade of 0.

Obtaining approval for make-up exams or make-up assignments is the responsibility of the student. Students with medically or emergency related circumstances should utilize the UF Care Team's Contact My Instructor service (<https://care.dso.ufl.edu/instructor-notifications/>) provided by the UF Dean of Students Office.

Any non-medical or emergency related circumstances require students to submit a written request explaining why an exception is being requested. The written request must include official documentation that provides proof that the missed coursework was due to acceptable reasons outlined by University policy.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

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/>.

Getting Help

HEALTH & WELLNESS

- 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
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- E-learning technical support, 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 the 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/>

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

For suggestions or concerns related to IDEA, please reach out to any of the following:

- Dr. Linda Nguyen, APK IDEA Liaison, linda.nguyen@hnp.ufl.edu
- Dr. Rachael Seidler, APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

Student learning will be evaluated through online discussions, a book review, and 3 case study assignments. Specific assignment details and grading rubrics will be provided on the course website <https://lss.at.ufl.edu/>.

- **Yellowdig [Learning Community] - 10%:** Yellowdig is meant to be an information venue for the class to share information and thoughts relevant to the class material and allow us to create a sense of community while reflecting on and applying what you are learning in the course. Details are provided in Canvas. Students are expected to engage in Yellowdig weekly and meet the weekly, points are earned weekly.
- **Quora [Online Discussion] - Weeks 1, 3, 6, 8, 11, & 13; 10%.** A discussion question will be posted periodically, throughout the term (maximum 5) to Canvas that will challenge your ability to think critically and communicate in written form. Your entries should be thoughtful and articulate and should demonstrate your ability to apply course content. Responses to the discussion post should be no less than 500 words and should be posted on Canvas each Wednesday of the assigned week by 11:59pm EST. Do not summarize the course contents, instead present us with your thoughts and reactions and use course content to support, with evidence your thoughts and reactions. You must also respond to two of your classmates' posts no later than Sunday of the week assigned by 11:59pm EST. All responses must be done so with respect and decorum. Your discussion post should be free of major errors in grammar, spelling, and punctuation.
- **Mind Gym: A Reflection [Book Review] Week 14; 20%.** You will be required to write a book review from the required *Mind Gym*. The goal here is to reflect on the writings of Gary Mack and consider how they relate to the science and application of performance psychology and peak performance. *Additional information and guidelines are available within the Assignments content area.*
- **Case Study [Case Study] Weeks 10 & 15; 30%.** A case study will be assigned based on the material covered up to that point in the course. Your written submission of the Performance Enhancement Intervention should include each of the following elements:
 - Ethical Concerns
 - Assessment Strategy and Protocol
 - Performance Enhancement Plan
 - Assessing Effectiveness
- **Coaches Challenge [Tests] – Weeks 7, 11, & 16; 30%.** There will be 3 tests throughout the semester based on the assigned readings and supplemental course materials. Each test will be completed via Canvas. Tests will consist of multiple choice, true/false, and/or short answer questions. If you miss a test it may be made up at the discretion of the instructor provided adequate notice is afforded in advance of the test and appropriate documentation is provided within 24hrs of the test.

Additional information and guidelines are available within the Assignments content area.

Final grade composition:

- Yellowdig: 10%
- Quora: 10%
- Book Review: 20%
- Case Study: 30%
- Tests: 30%

Notes:

- Grades will not be rounded
- e.g. a 92.99% will not be rounded to a 93.00%.
- Grades of “I”, “X”, “H”, or “N” will not be given except in cases of a documented, catastrophic occurrence.

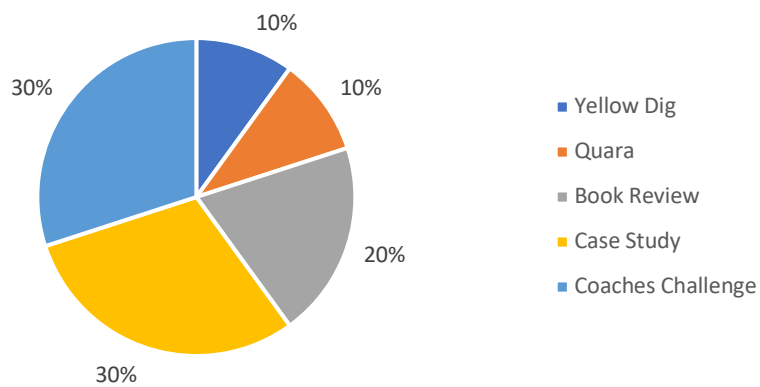
Course letter grades based on cumulative grade percentages:

Grade	Percentage	Grade Points
A	93 - 100 %	4.00
A-	90 - 92.99 %	3.67
B+	87 - 89.99 %	3.33
B	83 - 86.99 %	3.00
B-	80 - 82.99 %	2.67
C+	77 - 79.99 %	2.33
C	73 - 76.99 %	2.00
C-	70 - 72.99 %	1.67
D+	67 - 69.99 %	1.33
D	63 - 66.99 %	1.00
D-	60 - 62.99 %	0.67
E	0 - 59.99 %	0.00

More detailed information regarding current UF grading policies can be found here:

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

Grade Breakdown



Weekly Course Schedule

You MUST provide a weekly schedule of topics. I've left the anatomy schedule here as an example, but this is VERY detailed. This much detail is not necessary. If you have a comprehensive final it must be given in finals week. If you have a "last exam" that is not comprehensive, that may be administered in the last week of class but not on reading days.

CRITICAL DATES & UF OBSERVED HOLIDAYS

- January 15: Martin Luther King, Jr. Day (Monday)
- March 9 – 16: UF Spring Break (Monday - Friday)
- April 25 – 26: UF Spring Semester Reading Days (Thursday – Friday)
- Complete list available here: [Critical Dates & UF Observed Holidays](#)

WEEKLY SCHEDULE

Week	Dates	Weekly Schedule	Readings & Resources	Assessments Due
1	January 8 – 14	History & Ethical Practice	Sport Psychology: Past, Present, & Future (Canvas) Defining the Practice of SPP (Canvas) The I (ISSP) Ethical code for SP Practice (Canvas)	Yellowdig Quora 1
2	January 15 – 21	<i>MLK Jr Day, Jan 15</i> Introduction to the Application of Sport Psychology	Applied SPP: A New Perspective (Handbook CH 1) The Role of the Sport and Performance Psychologist with the Coach and Team (Canvas)	Yellowdig
3	January 22 – 28	Interventions in Sport Psychology	An Overview of Interventions in Sport (Handbook CH 4) Assessment, Evaluation, & Counseling in Sport (Handbook CH 5)	Yellowdig Quora 2
4	January 29 – Feb 4	Behind the Mask	CAPS (Canvas) Personality in sport: A comprehensive review (Canvas) Mindset (Canvas) Challenge vs Threat (Canvas)	Yellowdig
5	February 5 – 11	Motivation	Theories of Motivation (Canvas) Perfectionism (Canvas) Fear of Failure (Canvas)	Yellowdig
6	February 12 – 18	Reinforcement	Enhancing Coach-Athlete Relationships: Cognitive Behavioral Principles & Procedures (Handbook CH 2)	Yellowdig Quora 3
7	February 19 – 25	Characteristics of Expertise	Expertise: The Goal of Performance Development (Practitioners Guide CH 3) The Role of Deliberate Practice in the Acquisition of Expert Performance (Canvas)	Yellowdig Coach's Challenge I
8	February 26 – Mar 3	Psychology of Excellence	Psychological Characteristics of Developing Excellence (Practitioners Guide CH 4) Mental Links to Excellence (Canvas)	Yellowdig Quora 4
9	March 4 – 10	Developing Expertise	Talent Development Environments (Practitioners Guide CH 5)	Yellowdig

			Skill Acquisition: Designing Optimal Learning Environments (Practitioners Guide CH 14) Effective Skill Development: How Should Athletes' Skills be Developed (Practitioners Guide CH 15)	
10	March 11 – 17	Goal Setting	Goal Setting for Peak Performance (Canvas)	Yellowdig <i>Case Study I</i>
11	March 18 – 24	Mental Preparation	What is mental toughness? (Canvas) Coping & Mental Toughness (Practitioners Guide CH 20) Optimizing Attentional Allocation in Sport Performance Using the Five Step Strategy (Canvas) Psychological Correlates of Flow (Canvas)	Yellowdig Quora 5 Coach's Challenge II
12	March 25 – 31	Confidence & Self-Efficacy	Efficacy Beliefs of Athletes (Canvas) A Review of Self-Efficacy Based Interventions (Canvas)	Yellowdig
13	April 1 – 7	Emotion & Attention: The Mind, The Body, & Performance	Emotional Issues of Peak Performance: Managing Mood (Practitioners Guide CH 21) How Emotions Influence Performance in Competitive Sports (Canvas) Emotion self-regulation and athletic performance: An application of the IZOF model (Canvas)	Yellowdig Quora 6
14	April 8 – 14	Concentration: Self-Talk & Performance	Optimizing Attentional Allocation in Sport Performance Using the Five Step Strategy (Canvas) Psychological Correlates of Flow (Canvas)	Mind Gym: Book Review
15	April 15 – 21	Imagery	Mental Practice (Practitioners Guide CH 16) Bio-Informational Model of Emotional Imagery (Canvas Handout)	<i>Case Study II</i>
16	April 22 – 24	Team Dynamics	The Team Perspective: Promoting Excellence in Performance Teams (Practitioners Guides CH 9) Assessing the Cohesion of Teams (Canvas) The 4 Things That Resilient Teams Do (Canvas)	Coach's Challenge III

SUCCESS AND STUDY TIPS

Quora's are designed as review and mastery tools for the course, setting the stage for both Case Studies and Coach's Challenges. Learning is a process that requires sustained, incremental advancements and occurs over time following neural adaptation. More simply stated, cramming may yield short-term results, but this strategy does not induce meaningful or lasting learning. Quora's include questions requiring reflection and application of material.

Case Studies are designed to facilitate skill development in retrieving, consuming, and communicating scientific evidence for the enhancement of individual and team success. Case Studies require substantial preparation to execute successfully.

Yellowdig is an asynchronous student engagement platform. Students should plan to participate weekly by posting course relevant thoughts, observations, questions; and responding to peers. Points are accrued on a weekly basis, so it is critical that students do not fall behind as it is nearly impossible to catch up on missed weeks.

Coach's Challenges are designed as summative assessments. All module materials are intentionally designed to help students prepare for the three Coach's Challenges.