

# SPM 5181 Athlete Development

SPRING 2019

3 Credits

## **COURSE INFORMATION:**

Sections: 112F and 4071

Instructor:

Dr. Michael Sagas, EdD

Professor, Dept. of Tourism, Recreation and Sport Management Office

Hours: Available by appointment on campus or by Zoom meeting Office:

Florida Gym 300

Phone: 352- 294-1640

Email: msagas@ufl.edu

Zoom Meeting Room: <https://zoom.us/j/3708726982>

## **COURSE WEBSITE:**

<http://elearning.ufl.edu/>

## **REQUIRED COURSE TEXT:**

1. Foyle, A. (2015). Winning the Money Game: Lessons Learned from Financial Fouls of Pro Athletes.
2. Holstein, J., Jones, R., & Koonce, G. (2014). Is There Life After Football?: Surviving the NFL.

All other required readings will be posted on the Canvas course website.

## **COURSE DESCRIPTION:**

This course will provide an overview and study of the main skills utilized by athlete development specialists including how to manage the intersection of elite athletes and sport media, athlete career transitions, and the fundamentals of athlete personal finance.

## **COURSE OBJECTIVES:**

Upon successful completion of this course, students will be able to:

- Comprehend the discipline of athlete development and the many career opportunities available in the industry
- Comprehend the Athlete Development Literacy Model and how to create programming around many of the identified literacies.
- Demonstrate how effective public relations can establish, maintain, and improve athlete's relationships with media, fans, sponsors, and the public.
- Design and develop plans for how athletes can promote positive messages through various forms of media
- Demonstrate how athletes can manage media challenges and opportunities they may face
- Identify and implement assessment tools used to guide athletes through appropriate career transitions
- Comprehend how athlete's interests, education, skills, and abilities provide the foundation for successful career transitions.
- Describe the fundamentals of personal finance to enable athlete financial security
- Assist athletes in their basic awareness and understanding of the importance of personal finance.

## **COURSE FORMAT:**

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.

## **GENERAL EVALUATION GUIDELINES:**

Grades will conform to the degree to which each of the requirements stressed in class is met in the various assignments and projects.

**ASSIGNMENTS:**

Students will be responsible for completing a four-part athlete development kit assignment, participating in discussion boards, and submitting four discussion question assignments (one for each module in the course).

**GRADING SCALE:**

Assignment	Points	Due Date
ADR Kit Part 1- Athlete Personal Communication Resources	20	<b>February 8th</b>
ADR Kit Part 2- Athlete Personal Branding Resources	20	<b>March 1st</b>
ADR Kit Part 3- Athlete Career Planning Resources	20	<b>April 5th</b>
ADR Kit Part 4- Athlete Fiscal Literacy Resources	20	<b>May 1st</b>
Book Club Session 1	20	<b>February 8th</b>
Book Club Session 2	20	<b>April 12th</b>
Module 1 Discussion Question Assignment	20	<b>February 1st</b>
Module 2 Discussion Question Assignment	20	<b>March 1st</b>
Module 3 Discussion Question Assignment	20	<b>April 5th</b>
Module 4 Discussion Question Assignment	20	<b>May 1st at</b>
Discussion Board 1- Intros and DISC	10	<b>January 15th and 18th</b>
Discussion Board 2- Athletes and Media	10	<b>February 19<sup>th</sup> and 22nd</b>
Discussion Board 3- Athletes and Transitions	10	<b>March 19th and 22nd</b>
Discussion Board 4- Athlete Fiscal Literacy	10	<b>April 22nd and 24th</b>

**Total Points: 240 points**

A	=	93-100%
A-	=	90 – 92.9%
B+	=	87-89.9%
B	=	83-86.9%
B-	=	80 – 82.9%
C+	=	77-79.9%
C	=	73-76.9%
C-	=	70 – 72.9%
D+	=	67-69.9%
D	=	60-66.9%
E	=	59.9 or lower

**ADDITIONAL COURSE POLICIES**

**Honor Code Policy:**

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

The following pledge will be either required or implied on all work:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment”

It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances, which may facilitate academic dishonesty.

**University Policy on Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

**University Policy on Accommodating Students with Disabilities:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**Attendance and Make Up Policy:** Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

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

**Getting Help:**

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

**U Matter, We Care:**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

## *Course Outline*

### **Module 1**

#### **The Field of Athlete Development**

In this module, students will gain an understanding of the discipline of athlete development and the many career opportunities available in the industry. Further, students will be introduced to the curriculum model for the course, the Athlete Development Literacy Model.

#### **Week 1- Athlete Development Course Introduction (Jan. 7 – 11)**

- a. Introduction to the Course and Syllabus (Sagas)
- b. Defining Athlete Development (Sagas)
- c. Working as an Athlete Development Specialist (Carr)

#### **Week 2- Athlete Development as an Academic Discipline (Jan. 14 – 18)**

- a. PAADS Curriculum Guidelines and the ADS Certificate (Sagas)
- b. The LAADR Athlete Development Literacy Model (Sagas)
- c. Athlete Development as Individualized Work: Using DISC (Sagas)
- d. Introduction of Athlete Development in Youth Sports (Sagas)
- e. Life Skills and Positive Youth Development Through Sports (Sagas)

#### **Week 3- The Athlete Development Industry (Jan. 22 – 25)**

- a. An Overview of Athlete Development Programs (Foyle)
- b. Athlete Development at the WTA (Livengood)
- c. Athlete Development in the National Rugby League (Hepenstal)
- d. Athlete Development in the NRL Players Association (Aravena)
- e. Athlete Development in the Private Sector: Game Change (Fletcher)

#### **Week 4- Module 1 DQ and ADR Kit Assignments (Jan. 28 – Feb. 1)**

#### **Week 5- Book Club Session 1 (Feb. 4 -8)**

## **Module 2**

### **Athletes and Media and Public Relations**

In this module we will focus on how effective public relations can establish, maintain, and improve athlete's relationships with media, fans, sponsors, and the public. We will cover the importance of both traditional and social media platforms and how to work with both. We will also take a look at how athletes can manage media challenges and opportunities they may face. Ultimately, this module is about developing skills about the sports industry and its relationship with the media in order to aid athletes at all levels of competition in their interactions with media and the public.

#### **Week 6: Athlete Public Relations and Image Development (Feb. 11 -15)**

- a. Introduction to Athletes and Media Relations (Schmittel)
- b. Building and Maintaining the Athlete's Image (Schmittel)

#### **Week 7: Training Athletes to Interact with Media (Feb. 18 - 22)**

- a. Athlete Media Training (Bloomston)
- b. Social Media in Sports: Athletes in Control (Schmittel)
- c. Being Your Best on Social Media (DeShazo)
- d. Crisis Communication (Schmittel)
- e. Athletes and Activism Interview with M. Clemon
- f. PAADS Summit Interview with Etan Thomas

#### **Week 8: Module 2 DQ and ADR Kit Assignments (Feb. 25 - March 1)**

## **Module 3**

### **Athlete Career Development, Transitions, and Mental Health**

Through this module, students will understand the latest science related to transitions, mental health, and career development and be equipped to identify and implement assessment tools used to guide athletes through appropriate career transitions. Further, students will comprehend how athlete's interests, education, skills, and abilities provide the foundation for successful career transitions and career development.

#### **Week 9: Athlete Transitions In and Out of Sport (March 11 – 15)**

- a. Overview of Athlete Transitions (Carr)
- b. Youth and College Athlete Transition Issues (Carr)
- c. Professional Athletes and Life After Sports (Carr)
- d. What's Next?: The Difficult Transition for Athletes (Doha Goals Forum)

#### **Week 10: The Science on Athlete Transitions (March 18 – 22)**

- a. Transition in Sport - Introduction (Beatty)
- b. Expertise Development (Beatty)
- c. Career Stage and Gerontology Models (Beatty)
- d. Thanatology Models (Beatty)
- e. Developmental and Transitional Coping Models (Beatty)
- f. Future Holistic Models (Beatty)
- g. Research on Elite Sport Transitions (Beatty)
- h. Interventions (Beatty)

#### **Week 11 Part I: Preparing Athletes for Career Transitions (March 25 – 29)**

- a. Athletic Identity and Its Impact on the Sport Career Transition (Wendling)
- b. Career Literacy Basics for Athletes (Sagas)

#### **Part II: Athlete Mental Health and Referring Athletes**

- a. Managing Mental Health (Seitz)
- b. Depression and Suicide (Seitz)
- c. Generalized Anxiety (Seitz)
- d. Substance Abuse (Seitz)
- e. Disordered Eating (Seitz)
- f. Sleep Issues (Seitz)

#### **Week 12: Module 3 DQ and ADR Kit Assignments (April 1 -5)**

#### **Week 13: Book Club Session 2 (April 8 – 12)**



## **Module 4: Fundamentals of Athlete Personal Finance**

Through this module, students will gain an appreciation of the fundamentals of personal finance to enable athlete financial literacy and security. Further, students will gain an understanding of ways to assist athletes in their basic awareness and understanding of the importance of personal finance.

### **Week 14: What is Money to Athletes and How it is Made (April 15 – 19)**

- a. Psychology of Athletes and Money (Barrell Interviews)
- b. What is Money and Begin with a Goal (Marken)
- c. How Money is Made (and Lost) (Marken)
- d. Where Does it All Go (Marken)

### **Week 15: Where Does the Money Go and Passing It On (April 22 – 24)**

- e. Common Mistakes (Marken)
- f. How to Keep It: Legal Basics (Harrod Interview #1)
- g. How to Keep It: The Three Phases of Athletes and Money (Harrod Interview #2)
- h. Moving to Action (Marken)
- i. Seminar on Financial Education for College Athletes (Di Virgilio)

### **Week 16: Module 4 DQs and ADR Kit Assignments (Due May 1)**