

SPM 4905: Sport Career Transitions

Spring 2020 Course Syllabus – Section 4B87 (3 credits)

INSTRUCTORS:

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COURSE INFORMATION:

Class days, times and locations:

- Monday and Wednesday Period 3 (9:35 a.m.-10:25 a.m.) in Florida Gym Room 250
- Students will be expected to participate in experiential activities, such as informational interviews, job shadowing, and networking events. The experiential activities are equivalent to a significant portion of the course material and will be graded accordingly.

Course Website: The course website can be found on Canvas at <https://elearning.ufl.edu/>.

COURSE ELIGIBILITY:

- Undergraduate student-athletes must be juniors or seniors
- Undergraduate sport management students
- All enrolled students will participate in the course through role play as if they were preparing to go through the transition as an athlete

COURSE DESCRIPTION:

This course is designed to provide student-athletes and future athlete development specialists 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 a “do-it-yourself” 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.

LEARNING OBJECTIVES:

At the completion of this course, students should be able to:

1. Utilize 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.
2. State 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.
3. Integrate a number of practical transition tools and resources to facilitate a do-it-yourself transition out of an athletic career.
4. Distinguish the different types of identity statuses and structural dimensions for identity formation and discuss the basic concept of liminality for athletes in transition.
5. 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.
6. Create attainable short-term goals and desired long-term goals based on insights and insights in the development to the establishment of a viable non-athletic career plan.
7. 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.
8. Develop and maintain social and professional networks outside of the athletic environment, connect with potential future employers by participating in networking events, and actively engage in professional conversations during these events.
9. Explain what informational interviews and job shadowing are and conduct a few to engage in career exploration.
10. Prepare a professional and targeted resume and cover letter that effectively demonstrates their abilities, knowledge, experiences, and accomplishments and that is free from spelling and grammatical errors.

REQUIRED COURSE MATERIALS:

Textbook: There are no required textbooks for this course. However, students will be responsible for course material posted to the Canvas course website (<https://elearning.ufl.edu>).

Assessment: Gallup Strengths Finder assessment (\$11.99)
<https://shop.gallup.com/strengths/1595620117-428.html>

COURSE POLICIES:

Attendance and Participation

Attendance will be monitored and is defined as arriving on time for class and staying for the duration of the class session. Each unexcused late entrance to class and unexcused absence will result in a deduction from your participation grade.

You will be awarded points for active participation. A good participation grade will include regular contributions to group discussions and completion of all in-class activities. You will be responsible for all material covered in class. This is an interactive class, so you are expected to

arrive to class on time, to have read the assigned readings, and to be prepared to discuss the various topics in class.

Makeup Work and Late Policy

If personal circumstances arise that may interfere with your ability to meet a deadline, please let us know as soon as possible. We expect you to be proactive in this regard. If alternative arrangements are not made in advance, students are permitted to submit assignments up to three days late for point deductions. Assignments submitted one day after the due date will receive a 20% deduction for late submission, assignments submitted two days after the due date will receive a 25% deduction for late submission, and assignments submitted three days after the due date will receive a 30% deduction for late submission. No late submissions will be accepted for the final assignment, the Transition Toolkit.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Honor Code Policy

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 honesty and integrity” by abiding to 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-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors.

Disability Resource Center

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations

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/>.

PERFORMANCE EVALUATIONS:

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|--|---------------|
| Experiential Activities – 400 points | Points |
| • Three Transition Interviews (50 points each) | 150 |
| • Two Informational Interviews (60 points each) | 120 |
| • One Additional Informational Interview or Job Shadowing | 60 |
| • Recruiter Roundtable Assignment | 30 |
| • Career Fair Portfolio | 40 |
| Quizzes – 200 points | |
| • Four Online Quizzes (50 points each) | 200 |
| Projects and Homework – 300 points | |
| • Sport Career Reflection | 30 |
| • Life Design I Plans | 35 |
| • Life Design II Presentations | 50 |
| • Career Information Research | 25 |
| • Letter to My Future Self | 25 |
| • Gratitude Journal | 15 |
| • Transition Toolkit | 70 |
| • Assessments: DISC, StrengthsFinder & Personal Strengths (10 points each) | 30 |
| • Questionnaire: Pre- and Post-Course (10 points each) | 20 |
| Participation – 100 points | 100 |
| • Attendance, timeliness, contribution to discussion | |
| • Completion of in-class activities | |

EVALUATION SUMMARY:

| Assignment | Total Points | Percent of Grade |
|-------------------------|---------------------|-------------------------|
| Experiential Activities | 400 | 40% |
| Quizzes | 200 | 20% |
| Projects & Homework | 300 | 30% |
| Class Participation | 100 | 10% |
| Total | 1,000 | 100% |

GRADING SCALE:

| GRADE | PERCENTAGE | POINTS |
|--------------|-------------------|---------------|
| A | 93-100% | 930-1,000 |
| A- | 90-92.9% | 900-929 |
| B+ | 87-89.9% | 870-899 |
| B | 83-86.9% | 830-869 |
| B- | 80-82.9% | 800-829 |

| | | |
|----|----------------|-------------|
| C+ | 77-79.9% | 770-799 |
| C | 73-76.9% | 730-769 |
| C- | 70-72.9% | 700-729 |
| D+ | 67-69.9% | 670-699 |
| D | 60-66.9% | 600-669 |
| F | 59.9% or lower | 599 or less |

An explanation of UF grade points can be viewed here:

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

ADDITIONAL CAMPUS RESOURCES

Computing Help Desk

For students needing technical assistance, please visit <http://helpdesk.ufl.edu/> or call 352-392-4357.

Counseling and Wellness Center

Contact the UF Counseling Center at 352-392-1575 or visit <http://www.counseling.ufl.edu/cwc/> for more information. For emergencies, please call 911.

U Matter, We Care

For individuals or friends in distress, please email umatter@ufl.edu or call 352 392-1575 for assistance.

University Police Department

UPD can be reached at 352-392-1111 or <http://www.police.ufl.edu/>. For emergencies, please dial 911.

TENTATIVE COURSE SCHEDULE

Refer to Canvas Module pages for assigned videos, podcasts, and readings.

| WEEK | DATES | TOPIC | ASSIGNMENTS |
|---|---|---|--|
| MODULE 1: INTRODUCTION TO SPORT CAREER TRANSITIONS | | | |
| Week 1 | Jan. 6 & 8 | Course Introduction and Syllabus Review Defining Sport Career Transitions Overview of Athlete Development | Pre-course Questionnaire due Jan. 12 |
| Week 2 | Jan. 13 & 15 | Trials of Transition Recruiter Roundtable Preparation | Recruiter Roundtable Assignment due Jan. 19 |
| Week 3 | <i>Recruiter Roundtable</i> Jan. 21 Jan. 22 | Retired Athlete Panel | Sport Career Reflection due Jan. 26 |
| Week 4 | Jan. 27 & 29 | Introduction to Life Design Life Design Plans | Life Design I Plans due Feb. 2 |
| MODULE 2: PROFESSIONALISM | | | |
| Week 5 | Feb. 3 & 5 | Resumes Cover Letters LinkedIn | Transition Interview #1 due Feb. 9 |
| Week 6 | Feb. 10 & 12 | Transferrable Skills Career Decision Considerations | Career Fair Portfolio due Feb. 11 Informational Interview #1 Topic & Quiz #1 due Feb. 16 |
| MODULE 3: CAREER EXPLORATION | | | |
| Week 7 | Feb. 17 & 19 | External Career Exploration Career Information Research Informational Interviews Job Shadowing Graduate School Considerations | Career Information Research due Feb. 18 Informational Interview #1 due Feb. 23 |
| Week 8 | Feb. 24 & 26 | Internal Career Exploration Determining Your Career Preferences Finding Your Flow Person-Environment Fit | DISC Assessment due Feb. 25 Quiz #2 due March 1 |
| Week 9 | March 2 & 4 | <i>Spring Break – No Class</i> | |
| MODULE 4: IDENTITY DEVELOPMENT | | | |
| Week 10 | Mar. 9 & 11 | Introduction to Identity Work Role of Assessments in Identity Work | Transition interview #2 & StrengthsFinder due Mar. 10 |

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|---|------------------|--|--|
| Week 11 | Mar. 16 & 18 | Self-Inquiry Seeking and Using Feedback Finding Your Purpose | Personal Strengths Assessment due Mar. 17 Informational Interview #2 Topic due Mar. 22 |
| Week 12 | Mar. 23 & 25 | Athlete and Career Identity Identity Fusion | Informational Interview #2 & Quiz #3 due Mar. 29 |
| MODULE 5: TRANSITION RESOURCES | | | |
| Week 13 | Mar. 30 & Apr. 1 | Social Support in Transition Leadership in Transition | Gratitude Journal due Apr. 5 |
| Week 14 | Apr. 6 & 8 | Mental Health in Transition | Transition Interview #3 & Informational Interview #3 OR Job Shadow Topic due Apr. 7 |
| Week 15 | Apr. 13 & 15 | Exercise in Transition Nutrition in Transition | Informational Interview #3 OR Job Shadow due Apr. 14 Life Design II Presentations due Apr. 19 |
| Week 16 | Apr. 20 & 22 | Life Design Plan Presentations Final Course Reflection | Letter to My Future Self & Quiz #4 due Apr. 21 |
| Exam Week | Apr. 25 – May 1 | <i>No Class</i> | Post-Course Questionnaire due Apr. 27 Transition Toolkit due Apr. 28 |

The instructor reserves the right to make changes to the syllabus and schedule as the class progresses and circumstances arise. Students will be given ample notice of any changes.

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