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KIN 248.01: Principles of Optimal Performance for Athletes

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KIN 248: Principles of Optimal Performance for Athletes
(formerly HHP 270)

Fall Semester 2013

12:10-1:00pm Monday/Wednesday
FOR 301

Instructor:

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Office Hours: Monday 9:00am-10:00am, Wednesday 1:00pm-2:00pm,
Thursday 9:00am-10:00am, or by appointment

Course Introduction

We are all performers, whether that be scholastically, socially, occupationally, or athletically. So, if that is the case, just what is optimal performance? Where does it come from, and how can one perform more optimally, more consistently? These are great questions to ask, and ones that this course will attempt to address over the course of the semester. Specific to the academic, athletic, and social challenges faced by today's college students and performers, the purpose of this course is to increase awareness of possible pathways to excelled performance in school and sport, and to enjoyment and well-being in life. The goal is to introduce the student to a variety of techniques and strategies from which an individual can choose for himself or herself how best to meet life's challenges today and throughout one's lifetime. A variety of different presenters will be incorporated in order to obtain diverse perspectives on how best to obtain optimal performance.

Course content: Life skills and sport performance topics are focused into two major areas of emphasis:

1. **Performance Enhancement Education:** peak performance, flow, and performing "in the zone"; graphing excelled performance; imagery, visualization, and performance rehearsal; pre-performance routines; patterns of motivation; composition of confidence; the mind/body connection; coping with injury; dealing with referees and officials
2. **Life-choices Education:** role of choice; the role of nutrition and supplementation; coaching; college students and alcohol; performance enhancement drug usage; problem-solving and decision making; positive coping strategies; time management; stress management; whole person approach to enjoyment and well-being.

Texts:

- "The Inner Game of Golf," by Timothy Gallwey
- "The Inner Game of Tennis," by Timothy Gallwey

- Various readings provided by instructor and visiting speakers

Course Requirements:

- I. Classroom Assignments: (see checklist)- Homework assignments will be given and will be due at specified times during the semester
- II. Classroom Tests: Mid-term test (100 points), and Final test (100 points)
- III. Classroom Quizzes: 2 @ 30 points apiece
- IV. Attendance: Attendance is not mandated, but is *strongly* encouraged. Simply going to class is highly correlated with academic success.

Class Notes and other materials: Outlines of the Powerpoint lectures and other relevant materials will be available on Moodle. If you are unfamiliar with the usage of Moodle (join the club), you can consult the following website: <http://umonline.umt.edu/Moodle%20Tip%20Sheets/tipsheetandvideosstudents.aspx> , or contact the instructor (who knows very little about Moodle, by the way).

Grading:

There will be a total of 400 points available for the course: Grade breakdowns are as follows:

93% - 100% = A (372-400 points)	73% - 76% = C (292-307 points)
90% - 92% = A- (360-371 points)	70% - 72% = C- (280-291 points)
87% - 89% = B+ (348-359 points)	67% - 69% = D+ (268-279 points)
83% - 86% = B (332-347 points)	63% - 66% = D (252-267 points)
80% - 82% = B- (320-331 points)	60% - 62% = D- (240-251 points)
77% - 79% = C+ (308-319 points)	Below 60% = F (239 points or lower)

Professional Behavior: While I strive to make this class interesting and fun, I also am a strong proponent of behaving in a professional manner. The bulleted items better describe what this means:

- Cell phones: Policy up for debate on first day of class
- Once class has begun, the Kaimin or any other non-class reading materials need to be put away
- Come to class **on time** and **prepared** to learn
- Notify the instructor in **advance** if you are going to come to class late, leave early, or not be in attendance
- If you are a UM athlete (in season), I need a copy of your travel letter
- Keep sidebar discussions quiet and to a minimum

Emergency Preparedness and Response

As members of a community of learning, we all have responsibilities for each other that extend beyond the teaching/learning experience. As human beings, we are responsible for the protection and well-being of the other members of our group.

Therefore, should an emergency of any type develop, the following points become quite important:

- In the event we need to evacuate the building, our primary route will be through the classroom door, turn right, go down the stairs to the main floor, and out the southeast exit. Should that exit be blocked, our secondary route will consist of leaving the classroom, turn left, go down the stairs to the main floor, and out the northeast exit. Our outdoor rally point is the lawn in front of Schreiber gymnasium.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks, and valuables since the building may be closed for some time.
- If there is a need for an indoor rally point, that will be the University Center. We should reconvene as a group at the rally point to help determine if all members are accounted for.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.

If you require assistance in evacuating or have any type of medical condition that will make evacuation challenging, please inform me privately and we can preplan an appropriate and safe response.

Student Conduct Code: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Students can become more familiar with the Student Conduct Code, which is available online at www.umt.edu/SA/documents/fromWeb/Ed.StudentConductCode.doc

Americans With Disabilities Act (ADA): The University of Montana upholds the ADA by providing reasonable accommodations to individuals with special challenges. If anyone requires reasonable accommodations to adequately perform the duties of this class, please see the instructor as soon as possible so that these issues can be addressed.

DATE	TOPIC	READING/ASSIGNMENT
<i>August 26th, 2013</i>	Introductions Review of course	Introductions, Syllabus, readings
<i>August 28th</i>	Intake (In Class)	Intake form provided/due Begin reading "The Inner Game of Tennis"
<i>September 2nd</i>	No Class	Labor Day holiday
<i>September 4th</i>	Performance arena: Intro to the 3 Ring Model	Lecture
<i>September 9th</i>	Comfort Zone Skills/ Loehr Model	Best Performance assigned
<i>September 11th</i>	The Optimal Performing Mind	"Inner Game of Tennis" due Lecture
<i>September 16th</i>	Dr. Steve Gaskill	Physical activity and cognition/visualization
<i>September 18th</i>	Best Performance: student oral presentations	Best Performance due:
<i>September 23rd</i>	Best Performance: student oral presentations	
<i>September 25th</i>	Quiz #1	
<i>September 30th</i>	TBD	
<i>October 1st</i>	Attitudes and motivation	Lecture
<i>October 7th</i>	Dr. Val Moody	Guest Lecture
<i>October 9th</i>	TBD: Dave Berkoff	Lecture Midterm study guides available on Moodle
<i>October 14th</i>	Goal Setting	Goal setting Assigned
<i>October 16th</i>	Midterm Exam	
<i>October 21st</i>	Confidence	"Inner Game of Golf" due
<i>October 23rd</i>	Transitions	Lecture Goal setting due Quotable Quotes Assigned
<i>October 28th</i>	Dr. Gene Burns	Guest speaker
<i>October 30th</i>	TBD	
<i>November 4th</i>	Dr. Chuck Dumke	Lecture
<i>November 6th</i>	Share Quotes: oral presentation	Quotes due

<i>November 11th</i>	No class	Veteran's Day
<i>November 13th</i>	Alcohol issues	Lecture
<i>November 18th</i>	Quiz #2	Charting and Journaling Assigned
<i>November 20th</i>	Jed Fiebelkorn	Lecture
<i>November 25th</i>	TBD: Holly Carnes	Lecture
<i>November 27th</i>	No class	Thanksgiving travel day
<i>December 2nd</i>	TBD	Lecture
<i>December 4th</i>	TBD	Lecture Charting and journaling due
<i>December 10th</i>	Final Meeting 8:10am-10:10pm	

***Syllabus and/or outline is subject to change**

Checklist: KIN 248 Fall 2013

Assignment	Points	Date assigned	Date due	Points earned
Intake questionnaire	20			
Best Performance exercise	20			
Quotable quote/interview	20			
Charting/journaling	40			
Goal setting exercise	40			
Quiz #1	30			
Quiz #2	30			
Midterm test	100			
Final test	100			
Total Points	400			