NOTE: I communicate best in person/email. Do not leave messages with the front office.

Prerequisites: NA

I. Course Description:
This course examines the psychological aspects of exercise, physical activity and dietary behavior. Focus is placed on current theories and research that influence these aspects, along with direction on how the professional may intervene to enhance behavior change and maintenance.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcome):
This course links with COE #1: Provide programs/courses based on sound clinical practice/research.
This course links with COE #2: Prepare leader and industry professionals.
This course links with COE #4: Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
This course links with COE #8: Conduct research to advance knowledge, to contribute to the common good.

Program Learning Outcomes:
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, physiological, and psychological effects during various levels of physical stress.
3. The student will demonstrate knowledge of kinesiological principles and content.
4. The student will display the ability to assess, design, and apply primary and secondary intervention programs across various populations.

Student Learning Outcomes:
Upon successful completion of this course, the student will be able to:
1. Demonstrate knowledge of the current psychological and behavioral theories (PLO #3)
2. Locate and evaluate current research in exercise and dietary psychology and behavior (PLO #3)
3. Identify and describe common theories pertinent to behavior initiation and maintenance (PLO #3)
4. Assess exercise interventions with consideration behavioral theories (PLO #2-4)
5. Prescribe exercise interventions with consideration behavioral theories (PLO #4)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Credit may be gained by: 1) completion of in-class work, homework, projects, and exams on or before due dates according to expectations, and 2) completion of any out of class effort. Any assignments or work you hand in should be of professional quality, including being bound. Your assignment grades will be reduced for poor grammar and writing (use the writing center and APA format).

Course Assignments & Evaluation Requirements:

You will be asked to complete:

1. **Quizzes** (30 points) – You will be required to take 8 quizzes throughout the course of the semester. Each quiz will assess your knowledge and understanding of all course material, including application of all discussed concepts. All quizzes will be taken in class. Quizzes will not be announced as to ensure participation and attendance for the course. Your lowest two quiz grades will be dropped at the end of the semester.

I will highlight and develop questions from each lecture. These questions go into a cumulative test bank in preparation for both your Midterm and Final Exams.
**No make-ups will be given for any quiz, unless your absence is considered excused by the university policy.**

2. **Client Identification** (10 points) – You will be required to submit the identification of your subject for your case study project. This assignment along with 12th day attendance will be used to confirm your class attendance and participation for financial aid purposes.

3. **Midterm Exam** (100 points) – This exam will be a 20 question online examination taken via D2L. The exam will close at 11:59pm on the date designated by the syllabus. **No make-ups will be given for this exam unless for conflicts/absences excused by university policy.**

4. **Case Study Report** (50 points) – You will be required to conduct an experimental case study with someone who is not physically active or eating healthy: Interview, theme development, theoretical model, and write-up. Detailed instructions will be provided in class. *Due at the BEGINNING of class on the date provided in the course outline*

5. **Research Articles** (10 points) – You will be required to choose 10 different theoretical concepts discussed in lecture and find 1 peer-reviewed, primary research article for each. Each article should use and measure the chosen theoretical concept and include the same behavioral outcome (i.e. physical activity, exercise, or healthy eating). For example, if you choose physical activity as a behavioral outcome all 10 research articles must look at physical activity as the behavioral outcome. This assignment trans your abilities in an important evidence-based practice skill. *Due at the BEGINNING of class on the date provided in the course outline*

6. **Final Exam** (150 points) - This exam will be a cumulative online examination taken via D2L. The exam will close at 11:59pm on the date designated by the syllabus. **No make-ups will be given for this exam unless for conflicts/absences excused by university policy.**

### IV. Evaluation and Assignments (Grading):

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Points</th>
<th>FHP Standards</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Evaluation:</em></td>
<td></td>
<td></td>
<td>315+ = A</td>
</tr>
<tr>
<td>Quizzes (6)</td>
<td>30</td>
<td>I, II, IV</td>
<td>314-280 = B</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>250</td>
<td></td>
<td>279-245 = C</td>
</tr>
<tr>
<td><em>Application:</em></td>
<td></td>
<td></td>
<td>244-210 = D</td>
</tr>
<tr>
<td>Client Identification</td>
<td>10</td>
<td>I, II, III, IV</td>
<td></td>
</tr>
<tr>
<td>Case Study Project</td>
<td>50</td>
<td></td>
<td>209 or below = F</td>
</tr>
<tr>
<td><em>Skill:</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Articles</td>
<td>10</td>
<td>I, IV</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>350</td>
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</table>

#### FHP Program Standards

I. The student demonstrates knowledge and abilities in exercise physiology and related exercise science.

II. The student demonstrates knowledge and abilities associated with physiological risk factors.

III. The student demonstrates knowledge and abilities in fitness and clinical exercise testing.

IV. The student demonstrates knowledge and abilities associated with exercise prescription and programming.
V. Tentative Course Outline/Calendar: (subject to change, all changes will be announced in class)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>What’s Due/Announcements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Jan 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Syllabus Introduction to Exercise Psychology</td>
<td>1/15 – NO CLASS - MLK</td>
</tr>
<tr>
<td>2</td>
<td>Jan 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>The Sedentary Epidemic and the Obesogenic Environment Exercise and Well-Being Lifestyle Medicine</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Interviewing a Client, the Experience, and Developing Themes: Your Project Evidence-Based Practice: Finding, Understanding, and Applying Research The Self (Self-Concept, Identity)</td>
<td>1/31 – Client Identification Due</td>
</tr>
<tr>
<td>4</td>
<td>Feb 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Approach vs. Avoidance Motivations Self-Control and Ego Depletion Executive Function</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction to Theory Social Cognitive Theory Transtheoretical Model</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>TTM/Stages of Change Continued Theory of Planned Behavior Self-Determination Theory</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Health-Belief Model Barriers to Physical Activity</td>
<td>3/2 – NO CLASS - TxACS</td>
</tr>
<tr>
<td>8</td>
<td>Mar 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Social Physique Anxiety Exercise Addiction, Eating Disorders</td>
<td>3/9 – Midterm Exam via D2L – No Class. Exam closes at 11:59pm</td>
</tr>
<tr>
<td>9</td>
<td>Mar 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>SPRING BREAK</strong></td>
<td>NO CLASS</td>
</tr>
<tr>
<td>10</td>
<td>Mar 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>How to talk about Behavior Change Delivering Physical Activity Messages Project Workday (3/23)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mar 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Exercise and Aging Exercise and Disabilities</td>
<td>3/30 – NO CLASS – Good Friday</td>
</tr>
<tr>
<td>12</td>
<td>Apr 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Exercise and Socioeconomic Status Cross Cultural- Considerations in Exercise Promotion</td>
<td>4/6 – Case Study Project Due</td>
</tr>
<tr>
<td>13</td>
<td>Apr 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Promoting PA Through Physical Environment and Policy Current Trends in Exercise</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Exercise and Injuries/Sport Psychology Course Wrap-up</td>
<td>4/20 – Research Articles Due</td>
</tr>
<tr>
<td>15</td>
<td>Apr 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No class meeting</td>
<td>4/27 – Final Exam via D2L – No Class. Exam closes at 11:59pm</td>
</tr>
<tr>
<td>16</td>
<td>Apr 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>No class meeting</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>May 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>FINALS WEEK</strong></td>
<td></td>
</tr>
</tbody>
</table>

VI. Readings (Required and recommended – including texts, websites, articles, etc.)
The lectures and your notes will act as your ‘textbook’ for the semester. It is **crucial** that you attend lecture and take detailed notes. Lectures will **not** be posted online.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.

Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance and Participation
Attendance and class participation are required to do well in this class. In-class submission of your ‘Client Identification’ (see Course Outline) and 12th day roll will be used to confirm your class attendance and participation for financial aid purposes. If you do not complete this requirement, you will be counted as not attending the course, and will be dropped from financial aid for this course.

Class Attendance and Excused Absence (Policy 6.7)
Regular, punctual attendance, documented participation, and, if indicated by the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation, as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities (Policies 6.1 and 6.6)
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 235, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty (Policy 4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- Using or attempting to use unauthorized materials on any class assignment or exam;
- Falsifying or inventing of any information, including citations, on an assignment; and/or
- Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
• Submitting an assignment as one’s own work when it is at least partly the work of another person;
• Submitting a work that has been purchased or otherwise obtained for Internet or another source; and/or
• Incorporating the words or ideas of an author into one’s paper or presentation without giving author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.