Department of Kinesiology & Health Science  
KIN 468-002 EXERCISE AND DIETARY PSYCHOLOGY  
Fall 2019

Instructor: Robyn Whitehead, Psy.D, ACSM EP  
Course Time & Location: MWF: 10am-10:50am - HPE 224

Office: HPE 216  
Office Hours: MWF: 9am-10am & TR: 10am-11am

Office Phone: 936-468-1641  
Credits: 3

Other Contact: 936-468-3503 (main office)  
Email: whitehead@sfasu.edu

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.

Course Justification:
KINE 468 “Exercise and Dietary Psychology” (3 credits) meets for 150 minutes each week for 15 weeks with a 2 hour final. Students have weekly chapter reading assignments and weekly mandatory in-class assignments. Along with the weekly in-class assignments and exams, each student is expected to read ten peer-reviewed research articles and write an article critique. These are either turned in at class time or via D2L Dropbox. The students are expected to take three general exams throughout the semester and a final examination. At the end of the semester each student is to participate in a mock interview session with another classmate. The mock session is graded as a practical test and is to help the students to learn to communicate health and exercise psychology principles in order to give help and support for behavior change within their respected fields. Outside work and assignments consist of reading the assigned chapters, studying for exams, and practicing for the mock session. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

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.

II. 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.

III. 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)
IV. **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 expectancies, 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).

V. **Course Assignments & Evaluation Requirements:**
You will be asked to complete:

1. **Exams** (100 points) – Student will be required to take 3 exams throughout the course. Each exam will assess your knowledge and understanding of all course material, including application of all discussed concepts. All exams will be on D2L.

2. **Mock Behavior Counseling Session** (50 points) – The student will be required to conduct a mock behavior counseling session with someone from your class. The professor will look on as the student talks with a “potential client” about their behavior change. A rubric will be used to grade the assignment at the end of the Summer Term.

3. **Research Articles Critique** (50 points) – The student will be required to choose 5 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. psychological motivation theories, exercise adherence and compliance, or dysfunctional eating). The student will then write a one-page critique over the article. The critique MUST include the PURPOSE, METHODS, RESULTS, and “What you took away from the article” or “What would your have changed”. This assignment trans your abilities in an important evidence-based practice skill. The article critique MUST be cited in APA format. *Due at the BEGINNING of class on the date provided in the course outline*

4. **IN-Class Assignments** (100) – Each student will be required to be in class on the days of in-class assignments. The assignment will go along with the lectures. There will be 10 in-class assignments. If a student misses that in-class assignment they will forfeit those points unless it is considered excused absence per university policy.

VI. **Evaluation and Assignments (Grading):**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>FHP Standards</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>I, II, IV</td>
<td>90% and above = A</td>
</tr>
<tr>
<td>Mock Session</td>
<td>50</td>
<td>I, II, IV</td>
<td>80% to below 90% = B</td>
</tr>
<tr>
<td>Research Article Critique</td>
<td>100</td>
<td>I, II</td>
<td>70% to below 80% = C</td>
</tr>
<tr>
<td>In-Class Assignments</td>
<td>100</td>
<td>I, II, III, IV</td>
<td>60% to below 70% = D</td>
</tr>
<tr>
<td>TOTAL</td>
<td>550</td>
<td></td>
<td>Below 60% = F</td>
</tr>
</tbody>
</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.
### II. 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>Due</th>
</tr>
</thead>
</table>
| 1    | August 26, 28, 30 | Syllabus & Introductions  
Chapter 1: Intro to Applied Health Fitness Psychology  
Class Activity: Cost & Benefits of Habits-MANDENTORY ATTENDANCE |                                          |
| 2    | September 2, 4, 6 | Chapter 2: Psychological Motivation Theories  
Class Activity: Develop a Client Action Plan-MANDENTORY ATTENDANCE  
Article Critique 1 | DUE 9/7/18 |
| 3    | September 9, 11, 13 | Chapter 3: Theories & Models of Exercise Behavior  
Class Activity: Exerciser Checklist-MANDENTORY ATTENDANCE  
Article Critique 2 and Exam 1 | Article Critique 2  
DUE 9/14/18 |
| 4    | September 16, 18, 20 | Chapter 4: Barriers of Positive Health Behaviors  
Class Activity: Determining Your Client's Disconnect - MANDENTORY ATTENDANCE  
Article Critique 3 | Article Critique 3  
DUE 9/21/18  
Exam 1 - D2L DUE by 11:59pm |
| 5    | September 23, 25, 27 | Chapter 5: Personal Factors  
Class Activity: Mock Session Practice 1 - MANDENTORY ATTENDANCE  
Article Critique 4 | Article Critique 4  
DUE 9/28/18 |
| 6    | Oct 9/30, 2, 4 | Chapter 6: Situational and Environmental Factors  
Class Activity: Time Management and Potential Barriers - MANDENTORY ATTENDANCE  
Article Critique 5 and Exam 2 | Article Critique 5  
DUE 10/5/18 |
| 7    | Oct 7, 9, 11 | Chapter 7: Cultural, Religious, and Spiritual Components  
Class Activity: God Locus of Health Control Scale- MANDENTORY ATTENDANCE  
Article Critique 6 | Article Critique 6  
DUE 10/12/18 |
| 8    | Oct 14, 16, 18 | Chapter 8: Exercise Adherence and Compliance  
Class Activity: Exercise Commitment Checklist- MANDENTORY ATTENDANCE  
Article Critique 7 | Article Critique 7  
DUE 10/19/18  
Exam 2 - D2L DUE by 11:59pm |
| 9    | Oct 21, 23, 25 | Chapter 7 Quiz  
Chapter 8 Quiz  
Article Critique - Extra Credit  
Possibly Out Of Town - TENTATIVE |                                            |
| 10   | Oct 28, 30, 11/1 | Chapter 9: Cognitive and Behavioral Strategies  
Class Activity: Cognitive and Behavioral Strategies Applied - MANDENTORY ATTENDANCE  
Article Critique 8 | Article Critique 8  
DUE 11/2/18 |
| 11   | Nov 4, 6, 8 | Chapter 10: Fitness Goal Setting and Leadership  
Class Activity: Exercise Contract Goals- MANDENTORY ATTENDANCE  
Article Critique 9 | Article Critique 9  
DUE 11/9/18 |
| 12   | Nov 11, 13, 15 | Chapter 11: Fitness Consulting with Special Populations  
Class Activity: Mock Session Practice 2- MANDENTORY ATTENDANCE  
Article Critique 10 | Article Critique 10  
DUE 11/16/18 |
| 13   | Nov 18, 20, 22 | Chapter 12: Dysfunctional Eating Behaviors  
Class Activity: Managing Emotional Eating - MANDENTORY ATTENDANCE  
Mock Session Day 1 |                                           |
| 14   | Nov 25, 27, 29 | Thanksgiving Break |                                            |
| 15   | Dec 2, 4, 6 | Mock Session Day 2  
Mock Session Day 3  
Mock Session Day 4 | EXAM 3 (D2L, exam due by 11:59PM) |
| 16   | Dec 13 | Optional Final |                                            |
III. Readings (Required and recommended – including textbook, websites, articles, etc.)

IV. 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.

V. 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. After university financial aid attendance is complete, attendance will not be taken.

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.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.