Department of Kinesiology & Health Science
KINE 5369-001 Exercise Psychology
Fall 2020

Instructor: Robyn H. Whitehead, Psy.D., ACSM EP, AFAA
Office: HPE 216
Phone: 936-468-1641 Cell: 318-332-5885
Other contact: 936-468-3503 (KIN Office)

Course Time and Location: W 4:00pm - 6:30pm - HPE 203
Office Hours: MWF: 10am-11am & TR: 11am-12pm (ONLINE)
Credits: 3 credit hour lecture
Email: whitehead@sfasu.edu (please use this email, not D2L)

Prerequisites: None

I. Course Description:
The purpose of this course is to provide students with an overview of the theoretical and applied aspects of the psychology of exercise. This course will consider the many facets of exercise psychology in review fashion. However; selected topics, owing to their significance and/or empirical basis, are covered in greater depth. The course has been designed for beginning graduate students in exercise and sport science (e.g., biomechanics, exercise physiology, physical education, cardiac rehabilitation) as well as students from other fields such as athletic training, psychology, and preventive medicine. This course considers both historical and contemporary developments in exercise psychology throughout the world and examines the psychological foundations of physical activity and sport.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

1. This course links with COE goal #1: Provide programs/course based on sound clinical practice/research.
2. This course links with COE goal #2: Prepare leaders and industry professionals.
3. This course links with COE goal #4: Provide a variety of teaching venues incorporating the latest technologies to a range diverse student interests, backgrounds, and aspirations.
4. This course links with COE goal #8: Conduct group assignments to advance knowledge/to contribute to the common good.

Program Learning Outcomes:

1. The student will be able to demonstrate the ability to read and make critical analysis of original research.
2. The student will demonstrate advanced knowledge of anatomical, physiological, psychological and developmental aspects of physical activity as it relates to human well-being and issues of exercise and sport performance.
3. The student will be able to demonstrate an understanding of a variety of research methods employed in the subdisciplines in Kinesiology.
4. The student will demonstrate the ability to apply their Kinesiology-related knowledge and skills to think critically and ethically in examining issues and solving problems associated with their chosen subdiscipline.

Student Learning Outcomes:

1. Develop a knowledge and understanding of specific psychophysiological concepts (PLO#1,4)
2. Locate and evaluate relevant, current peer-reviewed research (PLO#1-3)
3. Choose and implement research questions and methodologies (PLO#1,3-4)
4. Present findings from research/lab inquiries (PLO#1-4)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Credit may be gained by completion of assignments listed below on or before the due dates. Ample time will be provided to complete assignments, and time can be set up with me for any help/guidance. You will be required to access and utilize Internet and library for research purposes. Please be prepared to put in the time to produce quality work. Any assignments or work you hand in should be of professional quality, including being bound (i.e. stapled). Your assignment grades will be reduced for poor grammar and writing (use the writing center and APA Journal formatting for tables, figures, citations and reference pages), and deviation from assignment instructions. A list of Psychological Strategies and Referrals (PS), along with Knowledge, Skills, and Theoretical Background information will be given out in class.

You will be asked to read each chapter before class and outline the chapter. Discussion questions will be given at the end of each class for each group to
discuss. Each group will be assigned an assignment at the end of each class and will hand in the assignment at the beginning of the next class. Please do not take these assignments lightly. Instructions and details will be provided within class discussion. A 10-point quiz will also be given at the end of each class to provide feedback of knowledge attained through reading and class discussion.

**IV. Evaluation and Assessments (Grading):**

You will be evaluated based on the assignments below, which will be detailed to you during class and through a separate set of guidelines.

**Examinations:** There will be (3) Examinations given as per course outline. All exam will be given on D2L.

**Article Assignments/Abstracts:** Articles will be assigned for various topics throughout the semester to enhance the discussion of the various lecture topics (60 points each) (see outline and Rubric)

**Evaluation Criteria:**

- **Exams (3) = 100 each = 300**
- **IN-CLASS Assignment (3) 50 each = 150**
- **Mock Counseling Sessions = (4) 50 each = 200**
- **TOTAL: 650 points**

**Grading Criteria:**

- **A = 90% and above**
- **B = 80% - 89.9%**
- **C = 70% - 79.9%**
- **D = 60% - 69.9%**
- **F = 59.9% and below**

**V. Tentative Course Outline/Calendar:** (subject to change, all changes will be announced in class)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Wednesday</th>
<th>TOPIC</th>
<th>WHAT’S DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Syllabus, Introduction, &amp; What is Exercise Psychology to You</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/2</td>
<td>Chapter 2: Background and Core Ingredients of Coaching</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/9</td>
<td>Chapter 3: Path of Change “Coach Development Guide”</td>
<td>IN-Class Assignment 1</td>
</tr>
<tr>
<td>4</td>
<td>9/16</td>
<td></td>
<td>Mock Session 1</td>
</tr>
<tr>
<td>5</td>
<td>9/23</td>
<td>Chapter 4: Coaching Models</td>
<td>Exam 1 D2L</td>
</tr>
<tr>
<td>6</td>
<td>9/30</td>
<td>“Coach Self-Reflection: Sessional”</td>
<td>In-Class Assignment 2</td>
</tr>
<tr>
<td>7</td>
<td>10/7</td>
<td>Chapter 5: Setting the Foundation for Effective Change</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/14</td>
<td>Chapter 6: Concreating the Coaching Relationship</td>
<td>Exam 2 D2L</td>
</tr>
<tr>
<td>9</td>
<td>10/21</td>
<td>“Getting to Know You”</td>
<td>IN-Class Assignment 3</td>
</tr>
<tr>
<td>10</td>
<td>10/28</td>
<td></td>
<td>Mock Session 2</td>
</tr>
<tr>
<td>11</td>
<td>11/4</td>
<td>Chapter 7: The Magic of Listening</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/11</td>
<td></td>
<td>Mock Session 3</td>
</tr>
<tr>
<td>13</td>
<td>11/18</td>
<td>Chapter 8: The Power of Questioning</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/25</td>
<td><strong>THANKSGIVING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/2</td>
<td></td>
<td>Mock Session 4</td>
</tr>
<tr>
<td>16</td>
<td>12/9</td>
<td>FINAL EXAM</td>
<td>Exam 3 D2L FINAL</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


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 a 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 in 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 325, 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/.

IX. Academic Integrity (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 from the Internet or another source; and/or;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the 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.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades (Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4)
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Mask/Face Covering Policy
Masks (cloth face coverings) must be worn at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities.

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 candidates for certification.


To complete Certification/Licensing Requirements in 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.
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.texas.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 the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Classroom Behavior:
- Please be respectful of others, and their opinions.
- Please be ON TIME to class.
- Late assignments will be accepted within 24 hours of the due date for a maximum of half credit.
- Exams will not be reopened unless the student missed the exam due to university-accepted circumstances.
- Disruptive classroom behavior will not be tolerated, and you will be asked to leave.
- Please refrain from packing up your materials toward the end of class while I am still talking to the class.
- This syllabus is tentative and may be revised throughout the semester. If there is a change to the syllabus the students will be notified in class and/or through D2L.