Department of Kinesiology & Health Science
KIN 560-001 PSYCHOPHYSIOLOGY OF EXERCISE & SPORT
Spring 2020

Instructor: Robyn H. Whitehead, Psy.D., ACSM-EPC
Office: HPE 216
Office Phone: 936-468-1641
Other Contact: 936-468-3503 (main office)

Course Time & Location: Thursdays 4:00-6:30pm, HPE 203
Office Hours: MW 12pm-1pm, TR 10am-11am, Thurs 3pm-4pm
Credits: 3
Email: whitehearth@sfasu.edu (Please use this email and not D2L)

NOTE: I communicate best in person/email. Do not leave messages with the front office. I will respond within 24-48 hours of the first email Monday - Friday. I will most likely not respond after 7pm each night.

Prerequisites: N/A

I. Course Description: (brief paragraph)

This course will evaluate the psychophysiological aspects of exercise and sport, which attempts to theoretically infer psychological processes from relevant physiological signals, sources or performance.

Course Justification
KIN 560 “Psychophysiology” (3 credits) typically meets once each week (Thursday) for a 150-minute segments for 16 weeks. Students have weekly chapter reading assignments two be prepared to discuss the following week in class. The students are expected to take five general exams throughout the semester and a final examination. During the semester each student is expected to write five research article critiques, along with two group presentations corresponding with the material discussed in previous classes. For the class’s final project, the students are given real life scenarios and the students are to break up into scenario groups. These groups will perform the scenarios in class the last week. Outside work and assignments consist of reading the assigned chapters, studying for exams, writing research article critiques, preparing for two group presentations, and practicing for the final role play assignment. These activities average at a minimum 6-8 hours of work each week to prepare outside of classroom hours.

Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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#1-5)
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.

<table>
<thead>
<tr>
<th>Evaluation Criteria:</th>
<th>Points:</th>
<th>Grading Criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes (5)</td>
<td>20 = 100</td>
<td>A = 90%+</td>
</tr>
<tr>
<td>Research Article Overview (2)</td>
<td>30 = 60</td>
<td>B = 80-89.9%</td>
</tr>
<tr>
<td>Group Presentation (1)</td>
<td>50 = 50</td>
<td>C = 70-79.9%</td>
</tr>
<tr>
<td>Role Play Assignment (1)</td>
<td>20 = 20</td>
<td>D = 60-69.9%</td>
</tr>
<tr>
<td>IN-Class Assignments (8)</td>
<td>10 = 80</td>
<td>F = 59.9% and below</td>
</tr>
<tr>
<td>Total = 315</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Monday</th>
<th>TOPIC</th>
<th>WHAT'S DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>Syllabus &amp; Discussion of Chapters</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/23</td>
<td>Chapter 1: Welcome to Sport and Exercise Psychology</td>
<td>In-Class Assignment 1</td>
</tr>
<tr>
<td>3</td>
<td>1/30</td>
<td>Chapter 2: Science and Professional Practices of Sport and Exercise Psychology</td>
<td>In-Class Assignment 2 Quiz 1 (CH. 1-2) (D2L)</td>
</tr>
<tr>
<td>4</td>
<td>2/6</td>
<td>Chapter 4: Motivation</td>
<td>In-Class Assignment 3</td>
</tr>
<tr>
<td>5</td>
<td>2/13</td>
<td>Chapter 5: Arousal, Stress, &amp; Anxiety</td>
<td>In-Class Assignment 4</td>
</tr>
<tr>
<td>6</td>
<td>2/20</td>
<td>TACSM – Dropbox – OUT OF TOWN??</td>
<td>Research Article #1 (D2L)</td>
</tr>
<tr>
<td>7</td>
<td>2/27</td>
<td>Group Intervention Presentations</td>
<td>Group Presentation #1</td>
</tr>
<tr>
<td>8</td>
<td>3/5</td>
<td>Finish Group Presentation #1</td>
<td>Quiz 2 (CH. 4-5) (D2L)</td>
</tr>
<tr>
<td>9</td>
<td>3/12</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/19</td>
<td>Chapter 6: Competition and Cooperation</td>
<td>In-Class Assignment 5</td>
</tr>
<tr>
<td>11</td>
<td>3/26</td>
<td>Chapter 9: Team Dynamics and Cohesion</td>
<td>In-Class Assignment 6 Quiz 3 (CH. 6-9) (D2L)</td>
</tr>
<tr>
<td>12</td>
<td>4/2</td>
<td>Chapter 14: Imagery</td>
<td>In-Class Assignment 7</td>
</tr>
<tr>
<td>13</td>
<td>4/9</td>
<td>EASTER HOLIDAYS</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/16</td>
<td>Chapter 18: Exercise and Psychological Well-Being</td>
<td>In-Class Assignment 8 Quiz 4 (CH. 14-18) (D2L)</td>
</tr>
<tr>
<td>15</td>
<td>4/23</td>
<td>Group Communication Role Play Assignment</td>
<td>Role Play Assignment Research Article #5 (D2L)</td>
</tr>
<tr>
<td>16</td>
<td>4/30</td>
<td>Final Exam</td>
<td>Quiz 5 (CH. 9) (D2L) 5:30-7:30pm</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: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Attendance will be taken the first 12 days of class. Students must be present and participate those days to be counted as present for Financial Aid purposes. There will be no grades associated with attendance. 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

If notice is not given for an excusable absence and the student misses an exam, (Example: University Excuse or Doctor’s note) that student WILL NOT be allowed to make it up!

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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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.

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.


Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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.

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 maintaining 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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtacSext_ViewTAC?ac_view=4&tti=19&pt=7&ch=247&rl=Y.

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 TEExES exams (additional information available at http://www.tx.vesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.