I. Course Description:
This course examines the psychological aspects of exercise and physical activity. 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 4368 “Exercise Psychology” (3 credits) meets for 115 minutes a day 4 days a week for 6 weeks. Students have weekly chapter reading assignments and weekly mandatory in-class assignments each week. Along with the weekly in-class assignments and exams, each student is expected to read two 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.

Course Delivery Modality:
Course delivery will be Face-to-Face with special exception of health concerns, then Livestream will be available to students who have talk to me prior to the first day of class.

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.

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. **Quizzes** (5 x 100 points) – Student will be required to take 5 quizzes throughout the course of the 5-week term. Each quiz will assess your knowledge and understanding of all course material, including application of all discussed concepts. All quizzes will be on D2L. **NO QUIZZES WILL BE REOPENED UNLESS THERE IS A DOCTOR’S EXCUSE OR UNIVERISTY NEEDED ABSENCE.**

2. **Mock Behavior Counseling Session** (1 x 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** (2 x 50 points) – The student will be required to find 1 peer-reviewed, primary research article from the information lectured in class. Each article should be psychologically based and involve their career path in some way (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 you have changed”. There must be a cover sheet as well that follows APA formatting guidelines. This assignment trans your abilities in an important evidence-based practice skill. The research article critique will be submitted via D2L Dropbox.

4. **In-Class Partner Assignments** (10 x 100) – Each student will be required to turn in the online class assignments. The assignment will go along with the lectures. There will be 10 online class assignments. If a student misses that assignment, they will forfeit those points unless it is considered an 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>Quizzes (5) (20 points each)</td>
<td>100</td>
<td>I, II, IV</td>
<td>90% and above = A</td>
</tr>
<tr>
<td>Mock Session (1)</td>
<td>50</td>
<td>I, II, IV</td>
<td>80% to below 89.9% = B</td>
</tr>
<tr>
<td>Research Article Critique (2) (50 points each)</td>
<td>100</td>
<td>I, II</td>
<td>70% to below 79.9% = C</td>
</tr>
<tr>
<td>In-Class Partner Assignments (10) (10 points each)</td>
<td>100</td>
<td>I, II, III, IV</td>
<td>60% to below 69.9% = D</td>
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<tr>
<td>TOTAL</td>
<td>350</td>
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<td>Below 59.9% = F</td>
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**EX Science 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>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>May 17-20</td>
<td>- Syllabus &amp; Introductions</td>
<td>ICA 1 DUE 5/18/21</td>
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<tr>
<td></td>
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<td>Chapter 1: Intro to Applied Health Fitness Psychology</td>
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<td>- In-Class Activity 1: Cost &amp; Benefits of Habits</td>
<td>ICA 2 DUE 5/20/21</td>
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<td>- Chapter 2: Psychological Motivation Theories</td>
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<td>- In-Class 2: Develop a Client Action Plan</td>
<td>Quiz 1 5/20/21</td>
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<td>2</td>
<td>May 24-27</td>
<td>- Chapter 3: Theories &amp; Models of Exercise Behavior</td>
<td>ICA 3 DUE 5/25/21</td>
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<td>- In-Class Activity 3: Exerciser Checklist</td>
<td>ICA 4 DUE 5/27/21</td>
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<td>- Chapter 4: Barriers of Positive Health Behaviors</td>
<td>Quiz 2 5/27/21</td>
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<td>- In-Class Activity 4: Determining Your Client’s Disconnect</td>
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<td>3</td>
<td>May/June 31-3</td>
<td>- NO CLASS – MEMORIAL DAY HOLIDAY</td>
<td>ICA 5 DUE 6/2/21</td>
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<td>- In-Class Activity 5: Mock Session Practice</td>
<td>ICA BONUS DUE 6/3/21</td>
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<td>- Research Article Critique Review</td>
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<td>4</td>
<td>June 7-10</td>
<td>- Chapter 6: Situational and Environmental Factors</td>
<td>ICA 6 DUE 6/8/21</td>
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<td>- In-Class Activity 6: Time Management and Potential Barriers</td>
<td>ICA 7 DUE 6/10/21</td>
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<td>- Chapter 8: Exercise Adherence and Compliance</td>
<td>Quiz 3 6/10/21</td>
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<td>- In-Class Activity 7: Commitment Checklist</td>
<td>RAC 1 DUE 6/10/21</td>
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<tr>
<td>5</td>
<td>June 14-17</td>
<td>- Chapter 9: Cognitive and Behavioral Strategies</td>
<td>ICA 8 DUE 6/15/21</td>
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<td>- In-Class Activity 8: Cognitive and Behavioral Strategies Applied</td>
<td>ICA 9 DUE 6/17/21</td>
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<td>- Chapter 10: Goal Setting and Leadership</td>
<td>Quiz 4 6/17/21</td>
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<td>- In-Class Activity 9: Contract Goals</td>
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<td>6</td>
<td>June 21-24</td>
<td>- Chapter 11: Special Populations</td>
<td>ICA 10 DUE 6/22/21</td>
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<td></td>
<td>- In-Class Activity 10: Mock Session Practice</td>
<td>Mock Sessions 6/24/21</td>
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<td></td>
<td></td>
<td>- Mock Session</td>
<td>RAC 2 DUE 6/23/21</td>
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<td></td>
<td>- Optional Final</td>
<td>Quiz 5 – 6/24/21</td>
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<td></td>
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<td></td>
<td>Optional Final DUE 6/25/21</td>
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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. Online 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 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 (including the first 12 day attendance report) 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.

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, 936-468-3004 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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.
Student Code of Conduct: Policy 10.4

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.

Masks (cloth face coverings) must be worn over the nose and mouth 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. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

IV. 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.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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.