Instructor: Robyn Whitehead, Psy.D, ACSM EP-C  
Office: HPE 216  
Office Phone: 936-468-1641  
Other Contact: 936-468-3503 (main office)  
Course Time & Location: MWF: 12pm-12:50pm  
Course Hours: MTWR: 10am-11am  
Credits: 3  
Email: whitehearh@sfasu.edu

Prerequisites: NA

I. Course Description:
This course examines the psychological aspects of exercise, physical activity, behavior and how these aspect work alongside your future career path. 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 working with future patients, clients and/or athletes.

Course Justification:
KINE 4368 “Exercise and Dietary Psychology” (3 credits) meets for 115 minutes a day 3 days a week for 15 weeks. Students have weekly chapter reading assignments and weekly mandatory in-class assignments each week. Along with the weekly in-class assignments, quizzes, 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:
The delivery modality of this course be face-to-face. The only exceptions will be due to health concern agreed upon between the student and the instructor prior to the course starting. Expectations will be made on a case-by-case basis throughout the semester if health concerns arise.

PCOE 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):
1. This course links with COE #1: Provide programs/courses based on sound clinical practice/research.
2. This course links with COE #2: Prepare leader and industry professionals.
3. 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.
4. 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 demonstrate and understanding of the physiological principles of exercise.
2. The student will be prepared to pass state/national accredited certifications.
3. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
4.
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 #2-3)
2. Locate and evaluate current research in exercise and dietary psychology and behavior (PLO #2-3)
3. Identify and describe common theories pertinent to behavior initiation and maintenance (PLO #2-3)
4. Assess exercise interventions with consideration behavioral theories (PLO #2-3)
5. Prescribe exercise interventions with consideration behavioral theories (PLO #2-3)

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. Exams WILL NOT be reopened unless the student has a valid doctor’s note or university excused absence.

2. Mock Session (50 points) – The student will be required to conduct two mock behavior counseling session with someone from your class. The professor will look on as the student talks with a “potential client/patient/athlete” about their psychological behavior change. A rubric will be used to grade the assignment.

3. Research Articles Critique (100 points) – The student will be required to find 1 peer-reviewed research article (2 total, 50 points each). The student will then write a one-page critique over the article. The critique MUST include the PURPOSE, METHODS, RESULTS, and TAKE AWAY (“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 by the due date on D2L Dropbox*

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 the in-class assignment, they will forfeit those points unless it is considered an excused absence per university policy. The student will have the option to Facetime their partner during class if the student must be absent, but the student but contact the professor and their partner prior to class.

5. IN-Class Chapter Quiz (100) – Each Friday there will be an in-class chapter quiz worth 10 points during class time. Each quiz will be 5 questions and consist of MC and TF questions. Quizzes will not be made up unless the student missed the quiz due to university-accepted circumstances.

VI. Evaluation and Assignments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>ES PLOs</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>I, II, IV</td>
<td>90% above = A</td>
</tr>
<tr>
<td>Mock Session (2)</td>
<td>100</td>
<td>I, II, IV</td>
<td>80% - 89.9% = B</td>
</tr>
<tr>
<td>Research Article Critique (2)</td>
<td>100</td>
<td>I, II</td>
<td>70% - 79.9% = C</td>
</tr>
<tr>
<td>In-Class Assignments (10)</td>
<td>100</td>
<td>I, II, III, IV</td>
<td>60% - 69.9% = D</td>
</tr>
<tr>
<td>In-Class Chapter Quiz (10)</td>
<td>100</td>
<td>I, II, IV</td>
<td>Below 60% = F</td>
</tr>
<tr>
<td>TOTAL</td>
<td>700</td>
<td></td>
<td></td>
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</tbody>
</table>
**VII. Tentative Course Outline/Calendar:** (subject to change, all changes will be announced in class)

<table>
<thead>
<tr>
<th>Week/Module</th>
<th>Date/Groups:</th>
<th>Topic:</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 28, 30, 31</td>
<td>Syllabus &amp; Why Psychology is Important in Your Field</td>
<td>Quiz 1, DUE Friday 9/1 during class</td>
</tr>
<tr>
<td>2</td>
<td>September 5, 6, 8</td>
<td>Chapter 2: Psychological Motivation Theories</td>
<td>Quiz 2, DUE Friday 9/28 during class</td>
</tr>
<tr>
<td>3</td>
<td>September 5, 7, 9</td>
<td>Chapter 3: Theories &amp; Models of Exercise Behavior</td>
<td>Quiz 3, DUE Friday 9/9 during class</td>
</tr>
<tr>
<td>4</td>
<td>September 11, 13, 15</td>
<td>Chapter 4: Barriers of Positive Health Behaviors</td>
<td>Exam 1 - D2L, DUE by Sunday 9/17 by 11:59pm</td>
</tr>
<tr>
<td>5</td>
<td>September 18, 20, 22</td>
<td>Chapter 5: Personal Factors</td>
<td>Article Critique 1 – D2L, DUE by 11:59pm via Dropbox 9/24</td>
</tr>
<tr>
<td>6</td>
<td>September 25, 27, 29</td>
<td>Chapter 6: Situational and Environmental Factors</td>
<td>Quiz 5, DUE Friday 10/1 during class</td>
</tr>
<tr>
<td>7</td>
<td>Oct 2, 4, 6</td>
<td>Chapter 7: Cultural, Religious, and Spiritual Components</td>
<td>Quiz 6, DUE Friday 10/6 during class</td>
</tr>
<tr>
<td>8</td>
<td>Oct 9, 11, 13</td>
<td>Mock Session 1 - Day 1</td>
<td></td>
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<tr>
<td>9</td>
<td>Oct 16, 18, 20</td>
<td>Chapter 8: Exercise Adherence and Compliance</td>
<td>Exam 2 - D2L, DUE Sunday 10/15 by 11:59pm</td>
</tr>
<tr>
<td>10</td>
<td>Oct 23, 25, 27</td>
<td>Chapter 9: Cognitive and Behavioral Strategies</td>
<td>Quiz 7, DUE Friday 10/20 during class</td>
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<tr>
<td>11</td>
<td>Oct/Nov 30, 1, 3</td>
<td>Chapter 10: Goal Setting and Leadership</td>
<td>Quiz 8, DUE Friday 10/27 during class</td>
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<tr>
<td>12</td>
<td>Nov 6, 8, 10</td>
<td>Chapter 11: Consulting with Special Populations</td>
<td>Quiz 9, DUE Friday 11/3 during class</td>
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<tr>
<td>13</td>
<td>Nov 13, 15, 17</td>
<td>Chapter 12: Dysfunctional Eating Behaviors</td>
<td>Quiz 10, DUE Friday 11/10 during class</td>
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<tr>
<td>14</td>
<td>Nov-Dec 27, 29, 31</td>
<td>Thanksgiving Break</td>
<td>EXAM 3 - D2L, DUE Sunday 12/4 by 11:59PM</td>
</tr>
<tr>
<td>15</td>
<td>Dec 4, 6, 8</td>
<td>Mock Session 2 - Day 1</td>
<td>Optional Final closes on 12/12 at 11:59pm</td>
</tr>
<tr>
<td>16</td>
<td>Dec 11</td>
<td>Optional Final – Open 12/10, 12/11, 12/12</td>
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**VIII. Readings (Required and recommended – including textbook, websites, articles, etc.)**

IX. QClassroom Statement:
This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

X. 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.

XI. 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)
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Student Appeals: Policy 6.3
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
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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

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
XII. 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.