Department of Kinesiology & Health Science
KINE 5369-001 Exercise Psychology
Fall 2023

Instructor: Robyn Whitehead, Psy.D., ACSM EP-C
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Phone: 936-468-1641
Other contact: 936-468-3503 (KINE Office)

Course Time and Location: W 4:00pm - 6:30pm - HPE 223
Office Hours: MTWF: 10am-11am
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.

Course Justification:
KINE 5369 “Exercise Psychology” (3 credits) typically meets once each week (Wednesday) for a 150-minute segments for 15 weeks. Students have weekly chapter reading assignments to be prepared to discuss the following week in class. The students are expected to take three general exams throughout the semester and an optional final examination. During the semester each student is expected to be prepared for four mock sessions. Outside work and assignments consist of reading the assigned chapters, studying for exams, and preparing for mock sessions. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

The American Psychological Association (APA) Division 47 defines sport and exercise psychology as the scientific study of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity. Exercise psychology practitioner focus primarily on:

1. Learning the primary theories and applications of sport and exercise psychology.
2. Understanding the basic psychological processes that influence individual and group behavior.

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.

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 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. You will be asked to read each chapter before class and outline the chapter.

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) exams given. All exams will be given on D2L. Exams will not be reopened unless the student missed the exam due to university-accepted circumstances.

In-Class Assignments: There will be (4) in-class assignments. These assignments will assess topics discussed in class and help you prepare for each Mock Session.

Mock Session: There will be (4) Mock Sessions throughout the semester. The purpose of this assignment is to assess the skills learned in class to work one-on-one with future clients, patients, athletes, etc…

Evaluation Criteria:
Graduation Criteria:
Exams (3) = 100 each = 300
IN-CLASS Assignment (4) 50 each = 200
Mock Sessions = 4 50 each = 200
TOTAL: 700 points

Exams =
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>
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<tbody>
<tr>
<td>1</td>
<td>8/30</td>
<td>Syllabus and Introduction</td>
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<tr>
<td>2</td>
<td>9/6</td>
<td>Chapter 2: Background and Core Ingredients of Coaching</td>
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<tr>
<td>3</td>
<td>9/13</td>
<td>Chapter 3: Path of Change “Psychological Models”</td>
<td>IN-Class Assignment 1</td>
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<td>4</td>
<td>9/20</td>
<td>Chapter 4: Case Assignment</td>
<td>Mock Session 1</td>
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<td>5</td>
<td>9/27</td>
<td>Chapter 5: Setting the Foundation for Effective Change</td>
<td>Exam 1 D2L</td>
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<td>6</td>
<td>10/4</td>
<td>“Coach Self-Reflection: Sessional”</td>
<td>In-Class Assignment 2</td>
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<td>7</td>
<td>10/11</td>
<td>Chapter 6: Concreating the Coaching Relationship “Getting to Know You”</td>
<td>IN-Class Assignment 3</td>
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<td>8</td>
<td>10/18</td>
<td>Chapter 7: The Magic of Listening</td>
<td>Exam 2 D2L</td>
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<td>9</td>
<td>10/25</td>
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<td>Mock Session 2</td>
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<td>10</td>
<td>11/1</td>
<td>Chapter 8: The Power of Questioning</td>
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<td>11</td>
<td>11/8</td>
<td>Chapter 9: Direct Communication</td>
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<tr>
<td>12</td>
<td>11/15</td>
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<td>Mock Session 3</td>
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<td>13</td>
<td>11/22</td>
<td>THANKSGIVING BREAK</td>
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<td>14</td>
<td>11/29</td>
<td>“Session Prep”</td>
<td>IN-Class Assignment 4</td>
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<td>15</td>
<td>12/6</td>
<td></td>
<td>Mock Session 4</td>
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<td>16</td>
<td>12/13</td>
<td>Optional Final Exam</td>
<td>Exam 3 D2L – 4:00-6:30pm</td>
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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/disabilitieservices/.

IX. Academic Integrity and Student Code of Conduct (Policy 10.4)
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
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 Services**
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

**VI. 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.