Department of Kinesiology & Health Science
KINE 5360-001 PSYCHOPHYSIOLOGY OF EXERCISE & SPORT
Spring 2024

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

Course Time & Location: ONLINE
Office Hours: MW 1:30pm-2:30pm, TR 12:30pm-1:30pm
Credits: 3
Email: whitehe@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:

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
KINE 5360 “Psychophysiology” (3 credits) is an online course. Students have weekly chapter modules with one discussion board and one quiz. The students are expected to take ten weekly discussion board postings and ten weekly quizzes throughout the semester. During the semester each student is expected to write two research article critiques, along with one group presentation corresponding with the material discussed throughout class. 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 within a ZOOM meeting the last week of class. Outside work and assignments consist of reading the assigned chapters, discussion board postings, online quizzes, writing research article critiques, preparing for one 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.

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. 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. It is your responsibility to read each chapter to prepare for the information set for each week’s module. A discussion board will be given each week along with a quiz over the chapter for the module. Please do not take these assignments lightly.

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.
Evaluation Criteria: Points: Grading Criteria:
Chapter Quizzes (10) 10 = 100 A = 90%+
Research Article Critique (2) 50 = 100 B = 80-89.9%
Group Presentation (1) 50 = 50 C = 70-79.9%
Role Play Assignment (1) 20 = 20 D = 60-69.9%
Discussion Boards (10) 10 = 100 F = 59.9% and below
Total = 370

V. Tentative Course Outline/Calendar: (subject to change, all changes will be announced in D2L News Feed). All due dates are at 11:59pm CST.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Monday</th>
<th>TOPIC</th>
<th>WHAT’S DUE</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td>Chapter 1: Welcome to Psychophysiology Meet in HPE 203</td>
<td>Discussion Board 1 Quiz 1</td>
<td>All Due Sunday 1/21/24</td>
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<tr>
<td>2</td>
<td>1/25</td>
<td>Chapter 3: Personality</td>
<td>Discussion Board 2 Quiz 2</td>
<td>All Due Sunday 1/28/24</td>
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<tr>
<td>3</td>
<td>1/1</td>
<td>Chapter 4: Motivation</td>
<td>Discussion Board 3 Quiz 3</td>
<td>All Due Sunday 2/4/24</td>
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<tr>
<td>4</td>
<td>2/8</td>
<td>Chapter 5: Arousal, Stress, &amp; Anxiety</td>
<td>Discussion Board 4 Quiz 4</td>
<td>All Due Sunday 2/11/24</td>
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<tr>
<td>5</td>
<td>2/15</td>
<td>Chapter 10: Leadership</td>
<td>Discussion Board 5 Quiz 5</td>
<td>All Due Sunday 2/18/24</td>
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<tr>
<td>6</td>
<td>2/22</td>
<td>TACSM – OUT OF TOWN – NO CLASS</td>
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<tr>
<td>7</td>
<td>2/29</td>
<td>Chapter 11: Communication</td>
<td>Discussion Board 6 Quiz 6 Research Article 1</td>
<td>All Due Sunday 3/3/24</td>
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<td>8</td>
<td>3/7</td>
<td>Group Intervention Presentations – Meet in HPE 203</td>
<td>Group Presentation DUE 3/7/24</td>
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<td>9</td>
<td>3/14</td>
<td>SPRING BREAK</td>
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<tr>
<td>10</td>
<td>3/21</td>
<td>Chapter 14: Imagery</td>
<td>Discussion Board 7 Quiz 7</td>
<td>All Due Sunday 3/24/24</td>
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<tr>
<td>11</td>
<td>3/28</td>
<td>EASTER HOLIDAYS</td>
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<tr>
<td>12</td>
<td>4/4</td>
<td>Chapter 15: Arousal</td>
<td>Discussion Board 8 Quiz 8</td>
<td>All Due Sunday 4/7/24</td>
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<tr>
<td>13</td>
<td>4/11</td>
<td>Chapter 21: Addictive and Unhealthy Behaviors</td>
<td>Discussion Board 9 Quiz 9</td>
<td>All Due Sunday 4/14/24</td>
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<tr>
<td>14</td>
<td>4/18</td>
<td>Chapter 22: Burnout and Overtraining</td>
<td>Discussion Board 10 Quiz 10</td>
<td>All Due Sunday 4/21/24</td>
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<tr>
<td>15</td>
<td>4/25</td>
<td>Group Communication Role Play Assignment – Meet in HPE 203</td>
<td>Role Play Assignment DUE 4/25/24</td>
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<tr>
<td>16</td>
<td>5/2</td>
<td>Research Article 2</td>
<td>Research Article 2 All Due Sunday 5/5/24</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):
ISBN: 978-1-4925-7235-0 (paperback)

PLEASE NOTE: There is a required web study guide login for this class. When you purchase your textbook, please look in the inside cover and you will find instructions on how to use the code given to create an account for some videos that are required to watch within some of the modules. You will need to purchase a new book or if you rent the textbook purchase a code. Those instructions are on the inside cover as well.
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

Institutional Absence: (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).

**Students with Disabilities:** 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 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being:** SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**

**Other SFA policy information is found in the Handbook of Operating Procedures (HOP)**

**IX: Resources**

**On-campus Resources:**

**The Dean of Students Office**
(Rusk Building, 3rd floor lobby)  
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)  
936.468.7249  
dos@sfasu.edu

SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

Human Services Room 202 • 936-468-1041

**The Health and Wellness Hub “The Hub”**

Location: corner of E. College and Raguet St. To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:

Health Services  
Counseling Services  
Student Outreach and Support  
Food Pantry  
Wellness Coaching  
Alcohol and Other Drug Education  
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)  
936.468.4008  
thehub@sfasu.edu

**Crisis Resources:**

Burke 24-hour crisis line 1(800) 392-8343  
National Suicide Crisis Prevention: 9-8-8  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741