Instructor: Robyn H. Whitehead, Psy.D, ACSM EP  
Course Time & Location: MTWR-1:00pm-3:05pm – HPE 223  
Office: HPE 216  
Office Hours: M - 12:00pm-1:00pm  
Office Phone: 936-468-1641  
Credits: 3  
Other Contact: 936-468-3503 (main office)  
Email: whitehearth@sfasu.edu  

NOTE: I communicate best in person/email. Do not leave messages with the front office.

Prerequisites: NA

I. Course Description:
This course examines the psychological aspects of behavior change. 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 in their respected career paths.

II. Course Justification:
KINE 4368 “Exercise and Dietary Psychology” (3 credits) meets for 115 minutes a day 4 days a week for 5 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 one 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 five general quizzes throughout the term and a final examination. At the end of the term 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 psychology principles to give help and support for behavior changes within their respected fields. Outside work and assignments consist of reading the assigned chapters, studying for quizzes, and practicing for the mock session. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

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.

III. 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.

IV. 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 #3)
5. Prescribe exercise interventions with consideration behavioral theories (PLO #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:

- **Quizzes** (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. **Quizzes will not be reopened unless the student missed the exam due to university-accepted circumstances.**

- **Mock Behavior Counseling Session** (50 points) – The student will be required to conduct a mock motivational interviewing session with someone from your class. The professor will look on as the student talks with a “potential patient/client/athlete” about psychological help/changes needed. A rubric will be used to grade the assignment at the end of the Summer Term.

- **Research Articles Critique** (50 points) – The student will be required to find 1 peer-reviewed, primary research article from the information lectured in class. The article should be psychologically based and involve their career path in some way (i.e., psychological motivation theories, program adherence and compliance, or fear of reinjury). The student will then write a one-page critique over the article. The critique MUST include the **PURPOSE, METHODS, RESULTS, TAKE AWAY**, which includes “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 expands your abilities in evidence-based practice skill. The research article critique will be submitted via D2L Dropbox.

- **In-Class Partner Assignments** (100) – Each student will be required to turn in the in-class assignments. The assignment will go along with the lectures. There will be 10 in-class assignments. Each student MUS communicate with the professor and their partner if they will be absent. If communication can be made via Facetime, the student will be allowed to complete the in-class assignment. If the student does not communicate and cannot be reached, 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>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quizzes (5) (20 points each)</strong></td>
<td>100</td>
<td>90% and above = A</td>
</tr>
<tr>
<td><strong>Mock Session (1) (50 points each)</strong></td>
<td>50</td>
<td>80% to below 89.9% = B</td>
</tr>
<tr>
<td><strong>Research Article Critique (1) (50 points each)</strong></td>
<td>50</td>
<td>70% to below 79.9% = C</td>
</tr>
<tr>
<td><strong>In-Class Partner Assignments (10) (10 points each)</strong></td>
<td>100</td>
<td>60% to below 69.9% = D</td>
</tr>
<tr>
<td>Optional Final - <strong>BONUS</strong></td>
<td>20</td>
<td>Below 59.9% = F</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>320</strong></td>
<td></td>
</tr>
</tbody>
</table>

Readings (Required and recommended – including textbook, websites, articles, etc.)
# Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1    | July 8-11   | Syllabus & Introductions  
Why is Psychology Important?  
Verbal and Non-Verbal Communication  
IN-Class Partner Activity 1: Create Your Scenario  
Chapter 2 & 3: Psychological Theories and Models  
IN-Class Partner Activity 2: Develop a Psychological Action Plan | ICA 1 DUE 7/8/24  
ICA 2 DUE 7/11/24  
Quiz 1 7/11-7/14/24 by 11:59pm |
| 2    | July 15-18  | Chapter 4 & 5: Barriers and Personal Factors  
Empathy  
ICA 3: Values and Time Management  
Chapter 6: Situational and Environmental Factors  
Probing Questions  
ICA 4 & 5: Social Support and Potential Barriers | ICA 3 DUE 7/16/24  
ICA 4 & 5 DUE 7/18/24  
Quiz 2 7/18/24 – 7/21/24 by 11:59pm |
| 3    | July 22-25  | Chapter 9: Cognitive and Behavioral Strategies  
Autonomy/Agreeing on Future Direction and Action  
ICA 6: Cognitive and Behavioral Strategies Applied  
RAC Prep WEDNESDAY AND THURSDAY (NO CLASS)  
YouTube Video | ICA 6 DUE 7/23/24  
Quiz 3 7/25/24 – 7/28/24  
RAC 1 DUE 7/28/24 by 11:59pm |
| 4    | July/Aug 29-1| Chapter 10: Goal Setting and Leadership  
Discuss Goals  
ICA 7: Contract Goals  
Chapter 8: Program Adherence and Compliance  
Active Listening  
ICA 8: Commitment Checklist | ICA 7 DUE 7/30/24  
ICA 8 DUE 8/1/24  
Quiz 4 8/1/24 – 8/4/24 by 11:59pm |
| 5    | Aug 5-8     | Optional Final 8/9/25  
8:00am – 11:59pm  
Chapter 11: Special Populations  
ICA 9: Mock Session Outline  
ICA 10: Mock Session Script Prep  
Mock Session Begin | ICA 9 DUE 7/6/24  
ICA 10 DUE 7/7/24  
Mock Sessions 7/8/24  
Quiz 5 – 7/7/24 – 7/9/24  
Optional Final DUE 7/9/24 |
VII. 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)
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
Upon request of the student to the instructor of record and at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH may 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
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf.
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

**PCOE Vision, Mission, Core Values — Updated to meet SB 17—14 June 2024**

**PCOE Vision**
The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national and international levels.

**PCOE Mission**
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide **transformational experiences** for our students.
- Promote **meaningful and sustained enrollment growth**.
- **Attract and support high quality faculty and staff**.
- Improve and maintain an optimal **college culture**.
- Provide **academic and co-curricular innovations**.
- **Increase connections** with stakeholders.

**Core Values**
In the Perkins College of Education, we value and are committed to:

- academic excellence through critical, reflective and creative thinking
- life-long learning
- collaboration and shared decision-making
- openness to new ideas and innovation and change
- integrity, responsibility, diligence and ethical behavior
- and service that enriches the community.