Department of Kinesiology and Sport Management

KIN 5312 DO1 – Behavioral and Psychological Aspects of Exercise

Instructor information
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Office & Office Hours: KSM 146
E-mail: marc.lochbaum@ttu.edu

Student Learning Outcomes for Kinesiology Majors
SLO#1 Articulate and demonstrate a competent understanding of the scientific method as applied to human movement.
SLO#2 Apply principles underlying benefits and adaptations to human movement.
SLO#3 Translate research into practice by demonstrating the ability to educate individuals about lifestyle modification.

Catalog Course Description
Empirical investigations of the association between exercise and psychological/behavioral health. Moderation and mediation of the associations will also be discussed.

Course Prerequisites
None

Course Materials
I will link articles or email articles that you will find in our reading list. We will use these materials as opposed to a textbook.

Course Overview
Physical inactivity has been identified as one of the leading causes of death worldwide and a major risk factor for chronic diseases like coronary heart disease, type II diabetes, and several cancers. A global hope for change is Exercise in Medicine®. We know engaging in regular physical activity reduces the mortality risk of breast cancer, all causes of cardiovascular disease, and Alzheimer’s disease.

Researchers have examined the impact of physical exercise and sport participation on mental health for nearly a century. Though compared to knowledge of physical activity on physical health, these studies are not common knowledge. Unquestionably engagement in physical exercise offers both preventative and therapeutic mental health benefits. For instance, intentional physical exercise is an effective treatment to a number of conditions such as chronic pain, Alzheimer’s (as previously mentioned) and Parkinson’s diseases, depression, anxiety, body
perception disorders, and eating addictive disorders. Some research suggests physical exercise may be effective in reducing symptoms of schizophrenia.

Even with all the positive benefits of physical activity, adults nearly worldwide dramatically fail to meet the CDC or WHO recommendations for physical activity. Additionally, at least in the USA, one-third of adults are obese. Even worse, children and youth engage in epidemically low levels of daily physical activity across the globe.

Since knowledge is power, this course teaches the basis for understanding the field of exercise psychology. To do so, the course focuses understanding how to read quantitative reviews, examining physical activity epidemiology including obesity epidemiology, examining determinants of physical activity, and understanding a few mental health benefits, and evaluating the importance of key motivation theories.

**Course Objectives/Learning Outcomes**

By the end of this course, students will be able to:

1. To evaluate current physical activity (inactivity) trends and current genetic based mechanisms to account for physical inactivity
2. To evaluate and apply meta-analysis methods to exercise psychology topics and a personal topic of choice
3. To describe the meaningfulness of physical activity determinants
4. To explain how physical activity engagement impacts mental health in people
5. To describe and evaluate the utility of motivation theories on physical activity participation

**Methods for Assessing the Course Objectives/Outcomes**

The course objectives/outcomes will be assessed by the following:

- 11 written assignments
- 1 meta-analysis manuscript assignment

**Grade Determination Criteria**

The following section concerns how earn your grade in this course as well as when to expect grades to be posted.

- Our first essay is worth 10 points as there are four parts. Each essay afterwards is worth 5 points.
- The meta-analysis manuscript is worth 40 points.

**Outline of Points**

- Written assignments 60 points
- Meta-analysis manuscript 40 points
- Total points 100

**Grading scale**

- >= 90 points A
- 80.00 to 89.99 B
- 75.00 to 79.99 C
• 70.00 to 74.99 D
• <=69.99 F

What is a week?
The course is organized around Monday to Friday. There will not be assignments due on Saturday, Sunday, and any university holidays.

Grading Turnaround Time
Exams and written assignments will be graded within 3 working days (days of the week, not including Saturday and Sunday).

Essay Grading Rubric
The following rubric will be used for all written assignments.

<table>
<thead>
<tr>
<th>Points</th>
<th>What occurred</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Did not follow at least one of the posting rules; content of post does not matter</td>
</tr>
<tr>
<td>1</td>
<td>All posting rules followed; content of post did not address assignment</td>
</tr>
<tr>
<td>2</td>
<td>All posting rules followed; content of post demonstrates minimal understanding of topic</td>
</tr>
<tr>
<td>3</td>
<td>All posting rules followed; content of post demonstrates basic understanding of topic</td>
</tr>
<tr>
<td>4</td>
<td>All posting rules followed; content of post demonstrates good understanding of topic</td>
</tr>
<tr>
<td>5</td>
<td>All posting rules followed; content of post demonstrates exceptional understanding of topic</td>
</tr>
</tbody>
</table>

Meta-Analysis Manuscript Grading Rubric
The following rubric will be used for each part of the meta-analysis manuscript process. The following is the list of the time points for accumulating points.

• Idea formation (10 points)
• Introduction, methods (10 points)
• Results, discussion (10 points)
• Final manuscript (10 points)
Points | What occurred
--- | ---
0 | Did not follow a main grammatical rule (e.g., i vs. I, use of punctuation) or plagiarized; thus content of written words does not matter
2 | All rules followed; content of written words did not address assignment
4 | All rules followed; content of written words demonstrates minimal understanding of assignment
6 | All rules followed; content of written words demonstrates basic understanding of assignment
8 | All rules followed; content of written words demonstrates good understanding of assignment
10 | All rules followed; content of written words demonstrates exceptional understanding of assignment

Course Schedule

**Module 1: Introduction to Exercise Psychology, Physical Activity Epidemiology, and Reasons for Worldwide Physical Inactivity**

Module 1 aligns with Course Objective 1.

Module 1 Objectives: By the completion of this module, students will be able to

- Explain personal knowledge/experiences in the field of exercise psychology
- Differentiate exercise psychology from other psychology fields
- Describe general physical activity patterns for people < 18, > 18 years of age
- Argue the state of our world from epidemiological data and reasons/theories of inactivity

Module 1 Readings: Article readings associated with each essay.

Module 1 is covered in weeks 1-2 of this semester as well as in Test 1 later in the semester.

Module 1 Assignments

- Essay 1: Personal introduction; Physical activity and obesity epidemiology
- Essay 2: Thrifty genes; Drifty genes; Energy conservation theories to explain obesity, physical inactivity

**Module 2: Introduction to Meta-Analysis and Meta-Analyses in Exercise Psychology**

Module 2 aligns with Course Objective 2.

Module 2 Objectives: By the completion of this module, students will be able to
• Formulate a topic of interest statement
• Describe the advantages of quantitative methodology
• Evaluate the state of the exercise psychology meta-analytic literature
• Appraise a meta-analysis of choice in exercise psychology in relation to a single study

Module 2 Readings: Article readings associated with each essay.

Module 2 is covered in weeks 3-5 of this semester.

Module 2 Assignments
• Essay 3: Meta-analysis methods
• Essay 4: Meta-analyses in exercise psychology
• Manuscript Project: sections due throughout the semester

Module 3: Physical Activity Determinants

Module 3 aligns with Course Objective 3.

Module 3 Objectives: By the completion of this module, students will be able to
• Discriminate types of personality traits in relation to physical activity pursuits
• Compare one’s personality profile to research on personality and physical activity pursuits
• Evaluate perceived autonomy support to physical education and outside school physical activity pursuits
• Recognize the meaningfulness of family and peer to one’s physical activity pursuits

Module 3 Readings: Article readings associated with each essay.

Module 3 Assignments
• Essay 5: The Impact of Personality on Physical Activity Pursuits
• Essay 6: The Importance of Family and Peers on Physical Activity Pursuits (to be completed in last week of class)
• Essay 7: Getting the Most out of Physical Education

Module 4: Mental Health and Physical Activity

Module 4 aligns with Course Objective 3.

Module 4 Objectives: By the completion of this module, students will be able to
• Recognize the depth of research concerning mental health (i.e., depression and cognitive functioning) and physical activity
• Evaluate the impact of physical activity on mental health
• Design physical activity programs to improve mental health

Module 4 Readings: Article readings associated with each essay.

Module 4 Assignments
Module 5: Motivation Theories and Models

Weeks 13-14 – Module 5

Module 5 aligns with Course Objective 5.

Module 5 Objectives: By the completion of this module, students will be able to

- Identify type of motivation theories and models applicable to physical activity pursuits
- Appraise the influence of self-efficacy on physical activity barriers
- Distinguish among Self-Determination Theory and Theory of Reasoned Action/Planned Behavior constructs

Module 5 Readings: Article readings associated with each essay.

Module 5 Assignments

- Essay 10: The Importance of Intent: The Theory of Reasoned Action/Planned Behavior
Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Range</th>
<th>Name: Description</th>
<th>Due Date</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 26 – 30</td>
<td>Essay 1</td>
<td>Aug 29</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Sept 3 – 6</td>
<td>Essay 2</td>
<td>Sept 5</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Sept 9 – 13</td>
<td>Manuscript: Idea formation</td>
<td>Sept 12</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Sept 16 – 20</td>
<td>Essay 3</td>
<td>Sept 19</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Sept 30 – Oct 4</td>
<td>Essay 4</td>
<td>Oct 4</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Oct 7 – 11</td>
<td>Manuscript: Introduction and Methods</td>
<td>Oct 10</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Oct 14 – 18</td>
<td>Essay 5</td>
<td>Oct 17</td>
<td>3</td>
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<tr>
<td>9</td>
<td>Oct 28 – Nov 1</td>
<td>Essay 7</td>
<td>Oct 31</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Nov 4 – 8</td>
<td>Manuscript: Results and Discussion</td>
<td>Nov 8</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Nov 11 – 15</td>
<td>Essay 8</td>
<td>Nov 14</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Nov 18 – 22</td>
<td>Essay 9</td>
<td>Nov 22</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Nov 25 – 26</td>
<td>Essay 10</td>
<td>Nov 26</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Dec 2 – 4</td>
<td>Essay 11</td>
<td>Dec 4</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>Finals Week</td>
<td>Manuscript: Final Manuscript</td>
<td>Dec 10</td>
<td>2</td>
</tr>
</tbody>
</table>

All due date times are by 4 pm of the stated date.

Online Interactions

This section details information concerning our online interactions.

General Netiquette Rules

- Make the Connection. Electronic communication (email, discussion forums, etc.) is how you share ideas with other participants in this course. Online environments can separate the person from the ideas received in this course. Remember, like you, someone is on the other side of an email or discussion posting. Communicate with fellow participants as you would in a face-to-face course.
- Be Professional. Your coursework is more than learning facts; you are preparing for a career. You are learning to interact with your fellow course participants as you would in your future professional life. Your conduct in this course should reflect this. Your communication should follow standard rules for grammar and spelling and be clear, concise and intelligent.
• Have Opinions. Everyone is entitled to have an opinion. In discussion forums, everyone is encouraged to share them.

• Respect Disagreement. People have the right to disagree with you. However, disagreement should never be personal. Online discussions are a means to share ideas and practice the skill of persuasion. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Review your posts before you publish and reread them for unintended meanings.

• Ask Questions. Cultural influences can influence communication in terms of phrasing and word choice. The lack of visual and auditory clues may affect meaning, as well. Before jumping to conclusions, ask for clarification.

• Be Forgiving. For the majority of participants, online communication is straightforward. Sometimes unintended meanings are conveyed.

Communication with Instructor
You may email me at marc.lochbaum@ttu.edu. The turnaround time for answers is 48 hours though I hope you find that I am very prompt in my replies (i.e., turnaround time lots less than 48 hours).

Computer Emergency Plan
If you have an issue with your computer, you need to email me or call at the time of the issue. All due dates and times will be during the day (not at night or early morning) so that we are all able to communicate in a reasonable manner.

Additional Information

Absence Due to Religious Observance
A student who is absent from classes for the observance of a religious holy day, according to the legal definition, will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day after the first day of the semester, the student has notified the instructor of each scheduled class that the student will be absent for a religious holy day. This notification will be in writing and will be delivered by the student personally to the instructor of each class, with receipt of the notification acknowledged and dated by the instructor, or by certified mail, return receipt requested, addressed to the instructor of each class. A student who is excused under this policy must not be penalized for the absence, but the instructor may appropriately respond if the student fails to complete the assignment satisfactorily.

Absence due to Officially Approved Trips
The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Illness and Death Notification and Absences
Whether an absence is excused or unexcused is determined solely by the instructor with the exception of absences due to religious observance and officially approved trips described above. The Center for Campus Life will notify faculty, at the student’s request, when a student is absent for four consecutive days with appropriate
verification of a health-related emergency. This notification does not excuse the student from class; it is provided as a courtesy. The service is explained as follows and can be found on the Center for Campus Life website at: http://www.depts.ttu.edu/centerforcampuslife/.

The Center for Campus Life is responsible for notifying the campus community of student illnesses, immediate family deaths and/or student death. Generally, in cases of student illness or immediate family deaths, the notification to the appropriate campus community members occur when a student is absent from class for four (4) consecutive days with appropriate verification. It is always the student's responsibility for missed class assignments and/or coursework during their absence. The student is encouraged to contact the faculty member immediately regarding the absences and to provide verification afterward. The notification from the Center for Campus Life does not excuse a student from class, assignments, and/or any other course requirements. The notification is provided as a courtesy.

**Academic Integrity and Student Conduct**

We have two academic integrity and student conduct statements. One is from my department and the other is the university statement.

**KSM Department Academic Integrity Policy**

Adherence to the highest standards of academic honesty is required, with academic integrity a requirement. (See https://www.depts.ttu.edu/studentconduct/academicinteg.php for TTU’s statement of academic integrity.) The faculty member in whose class academic dishonesty allegedly occurs will report the student(s) involved with the act of academic misconduct to the Office of Student Conduct using the Academic Integrity Incident Report Form. All written assignments must be completed independently and individually, unless specified otherwise by the instructor. Any attempt by students to present as their own any work they have not completed themselves is regarded by the faculty as a serious offense and renders the student liable to serious consequences, including possible removal from the program, and possible probation, suspension or expulsion from the University. Upon investigation and adjudication by the Office of Student Conduct, a referred student who is found responsible for a policy violation will be subject to the following outcomes. If plagiarism or another act of academic dishonesty is found to occur in any departmental course, students will receive a zero on that assignment. If a student cheats on an exam or allows another student to cheat from his or her exam or other graded assignment, each student found responsible for academic dishonesty will receive a zero on that exam or other graded assignment. No materials such as a smartphone or smartwatch are allowed during an exam. Any use of a smartphone during an exam (for any reason) is considered a violation. If academic dishonesty occurs a second time in the same course the student will be referred to the Office of Student Conduct for academic dishonesty for further disciplinary action. If the Office of Student Conduct determines the student is responsible for the violation, the student will receive an F in the course.

**University Academic Integrity Policy**

Responsible citizenship among college students includes honesty and integrity in class work; regard for the rights of others; and respect for local, state, and federal laws as well as campus standards. Specific standards concerning the rights and responsibilities of students and registered student organizations at Texas Tech are contained in the Code of Student Conduct and Student Handbook. Students are expected to become thoroughly familiar with and abide by these standards. The Code of Student Conduct and Student Handbook may be
obtained from the Office of Student Judicial Programs, Student Union, (806) 742-1714, or online at
www.studentaffairs.ttu.edu or www.depts.ttu.edu/studentjudicialprograms.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. The instructor in a course is responsible for initiating action for dishonesty or plagiarism that occurs in his or her class. In cases of convincing evidence of or admitted academic dishonesty or plagiarism, an instructor should take appropriate action. Before taking such action, however, the instructor should attempt to discuss the matter with the student. If cheating is suspected on a final exam, the instructor should not submit a grade until a reasonable attempt can be made to contact the student, preferably within one month after the end of the semester. See the section on “Academic Conduct” in the Code of Student Conduct for details of this policy.

Scholastic dishonesty

Includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Cheating

Includes, but is not limited to, the following:

- Copying from another student’s test paper.
- Using materials during a test that have not been authorized by the person giving the test.
- Failing to comply with instructions given by the person administering the test.
- Possessing materials during a test that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
- Possessing, using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
- Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with an assignment without authority.
- Discussing the contents of an examination with another student who will take the examination.
- Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student.
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment.
- Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program.
- Falsifying research data, laboratory reports, and/or other academic work offered for credit.
• Taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

**Plagiarism**

Includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit. Any student who fails to give credit for quotations or for an essentially identical expression of material taken from books, encyclopedias, magazines, Internet documents, reference works or from the themes, reports, or other writings of a fellow student is guilty of plagiarism.

**Collusion**

Includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

**Falsifying academic records**

Includes, but is not limited to, altering or assisting in the altering of any official record of the university, and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

**Misrepresenting facts** to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; 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 providing false or misleading information in an effort to injure another student academically or financially.

**Civility in the Classroom**

All students in the class will treat fellow classmates, the professor, the assistant, and guests in the classroom with respect. Respect includes but is not limited to, arriving to class on time, not making unnecessary noise or speaking when others are speaking, attending to those who are speaking, and not engaging in disruptive behaviors. A student lacking civility will be asked to leave the classroom. If the behavior continues, the students will be asked not to return to the classroom.

**Students with Disabilities ADA Statement**

Any student who because of a disability may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. Student should present appropriate verification from AccessTECH. No requirement exists that accommodations be made prior to completion of this approved university procedure. Students with disabilities are encouraged to use
AccessTECH which publishes a Desk Reference for Faculty and Staff that is very helpful. You may call the AccessTECH Office at 742-2092 to request a copy.

The **Ombudsman for Students** is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call 742-SAFE.