

KIN 4363 – Principles and Theories in Exercise Psychology (Online)

Faculty Information

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Course Textbook

Lox, C.L., Martin Ginis, K.A., Gainforth, H. L., & Petruzzello, S.J. (2017). *The Psychology of Exercise: Integrating Theory and Practice* (5th ed.). New York, NY: Routledge.

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Additional required readings and materials will be provided through Blackboard.

Student Learning Outcomes

Upon completion of the **B.S. in Kinesiology**, students should be able to:

1. Demonstrate knowledge of and competence in physiological, psychological, or behavioral responses to exercise and physical activity.
2. Demonstrate the knowledge and skills to design and implement exercise programs to improve physical function in diverse populations and health conditions.
3. Demonstrate their abilities to write clearly and effectively in order to communicate within a professional health-care setting.

Course Description and Purpose

Psychological principles and theories regarding antecedents and consequences of exercise behaviors that can be applied to healthy individuals and clinical populations.

Course Prerequisites

KIN majors, minors, and concentrations only; C or better in KIN 3318.

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 is Medicine®. Health care providers know engaging in regular physical activity reduce the mortality risk of breast cancer, all causes of cardiovascular disease, and Alzheimer's disease. Typically, not common knowledge is that 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.

Course Overview (continued)

Researchers have examined the impact of physical exercise and sport participation on mental health for nearly a century. Though again, compared to knowledge of physical activity on physical health, these studies are not known to most people. Yet, over half of the adults in the United States fail to meet the recommendations for physical activity in the 2008 Physical Activity Guidelines, while one-third of adults are obese. Worldwide, children and youth engage in epidemically low levels of daily physical activity. Since knowledge is power, this course teaches the basis for understanding how daily physical exercise dramatically impacts mental health. To do so, the course focuses on worldwide physical activity rates, individual determinants of physical activity (e.g., personality, motivation), and the role of media, social support, and large scale group interventions on physical activity and thereby mental health of groups and societies on whole.

Course Objectives/Learning Outcomes

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

1. Identify topics within the field of exercise psychology and evaluate current physical activity trends.
 - Assessed by the following: Written assignments 1-3; Test 1
2. Assess factors inside oneself as related to exercise participation and outside oneself such as social support networks and mass media as related to exercise participation.
 - Assessed by the following: Written assignments 4-6; Test 1
3. Explain how LTPA engagement impacts mental health (including cognitive functioning) in people.
 - Assessed by the following: Written assignments 7-10; Test 2
4. Describe and evaluate the utility of motivation theories on physical activity trends.
 - Assessed by the following: Written assignments 11-12; Test 3
5. Evaluate and apply large scale interventions to community-wide physical activity trends.
 - Assessed by the following: Written assignments 13; Test 3

Methods for Assessing the Course Objectives/Outcomes

Each of the above course objectives will be assessed by the following methods:

- 3 Exams
- 13 Written Assignments/Posts

Methods of Assessment

- **Examinations**
 - There will be 3 exams over the book chapters and provided readings.
 - Make-up tests should be avoided at all costs. Discuss with the instructor PRIOR to the test start date if you feel this is absolutely necessary or if you have a university excused absence.
 - Missed exams will NOT be allowed to be taken.
- **Discussion Board Posts/Written Assignments**
 - You will be required to complete 13 posts/written assignments in the Discussion Board. Posts are worth 4 points each. The first Post is tied to the Practice Quiz (2 points each).
 - Any LATE work submitted will NOT be accepted without a reasonable/valid excuse at the discretion of the instructor. Any late work accepted will have points taken off, so please be aware of each week's due dates.

- **Engagement with other Students**

- You will be required to comment on at least two other student's Discussion Board Posts for 12 of the 13 Posts (excluding Post 13). Both engagements are worth 1 point total for **both**. No engagements, not meeting requirements, or only one engagement for the post will result in 0 points. Missing engagements will also take away the maximum number of extra credit possible.
- All Engagements/Comments are due 24 hours after the Post assignment is due. **For example**, Post 1 is due by 10pm on Tuesday, May 30th, so the interaction is due by 10pm on Wednesday, May 31st.
- **Responses should be at least 40 words.** If you have 39 or less words, you will not receive any credit. Any greetings or words like "Great post!" etc. do not count towards your total of 40+ words.
- Comments/Engagements should be more than "Great post!", "I agree that is interesting.", and etc. Respond as if you were having a conversation with them in real life, ask questions about their posts (nicely), make good, well thought out comments. If you respond/interact with other's engagements and comments throughout the semester, I may be inclined to provide some extra credit.
- **If a classmate asks you a question regarding your post and it is on time (before the engagement due date) you are required to respond to that question within 48 hours before losing credit to your engagement/interaction grade for that Post.** Yes, you are only required to engage with 2 other posts, but if someone engages with you and asks you a question on your Post (not one of your engagements), then that is still part of your required interactions for that Post.
 - Responses to questions asked by your classmates does NOT count towards your 2 required comments/engagements. Those must be related to other student's posts.

Grading Turnaround Time

- The course is organized around Monday to Friday. There will not be assignments/Posts due on Saturday or Sunday or any University holidays. There will be comments/engagements due the first two Saturdays. Our final test will also be due on Saturday, July 1st.
- Tests will be automatically graded after submission if they do not include short answer/essay questions. If they do include those types of questions, they will be graded within 48 hours following the due date and time. If your test is submitted after the deadline, Blackboard will mark it as late, but you will not lose points for this. If you are able to start and take the test, you are fine.
- Discussion Board posts and engagements will be graded within 4-5 working days (not including Saturday or Sunday) following the engagement due date and time.

Course/Assignment Questions

- There is a public forum in the Discussion Board for you to post questions about the course to your fellow classmates or the instructor. You are also always welcome to email the instructor any questions you may have about the course or any of its material. My goal is to reply as soon as possible, but please allow 24 hours during the week and 48 hours on the weekend. Email will almost always receive a quicker response.

Grading Scale

Item	Points	Points Earned	Grade
Exams (12 points each)	36	> = 90 points	A
Posts (4 points each)	52	80.00 to 89.99	B
Engagements (1 point each)	12	75.00 to 79.99	C
		70.00 to 74.99	D
		< = 69.99	F
Total: 100			

****Note:** The total score of 52 points for the Posts and 12 points for Engagements are subject to adjustment. Thus, the overall score of 100 points for the entire class may also be subject to adjustment.

Grade appeals:

Students initiating grade appeals should follow the official grade appeal procedure outlined by the **University**. The Student Grade Appeal Policy is OP 34.03 and can be viewed at <http://www.depts.ttu.edu/opmanual/OP34.03.pdf>

Written Assignment Grading Rubric

The following rubric will be used for written assignments 2-13.

Points	What occurred
0	Did not follow at least one of the posting rules; content of the post does not matter.
1	All posting rules followed; content of post did not address assignment.
2	All posting rules followed; content of post demonstrates minimal understanding of topic.
3	All posting rules followed; content of post demonstrates basic understanding of topic.
4	All posting rules followed; content of post demonstrates good understanding of topic.
5	All posting rules followed; content of post demonstrates exceptional understanding of topic.

Posting Rules

Please see the Posting Rules on Blackboard in the Discussion Board and in the Getting Started tab.

June 2023

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
** Tentative Course Schedule for Assignments** All Posts due by 10pm (CT) on date listed.	May 30 Post 1 - Introduction <u>Readings:</u> Ch. 1, 2, 4, 7, 8 and PDFs	31 Fun Question Practice Quiz	June 1 Post 2 - Personal experiences, 3 Questions, Professional Organizations	2 Post 3 - Physical Activity in Our World Work on Post 4!
5 Post 4 - Personality and Exercise Behavior	6	7 Post 5 - Social Influences and My Exercise	8	9 Post 6 - Body Image and Media <u>Test 1</u> over Chapters 1, 2, 4, 7, 8, & PDFs <i>Opens</i>
12 <u>Test 1 Due at 10pm</u> <u>Readings:</u> Ch. 9-13 and PDFs	13 Post 7 - Optimal Physical Activity	14	15 Post 8 - Stress and Exercise	16 Work on Post 9!
19 Post 9 - Depression and Exercise	20	21 Post 10 - Cognition, Aging, and Exercise	22 Test 2 over Chapters 9-13 and PDFs <i>Opens</i>	23 <u>Test 2 Due at 10pm</u> <u>Readings:</u> Ch. 3, 5, 6, 14 and PDFs
26 Post 11 - Self-Efficacy and Physical Activity Barriers	27	28 Post 12 - Reasons for Being Active	29 Post 13 - PA Intervention in the Real World (no comments)	30/July 1 Test 3 over Ch. 3, 5, 6, 14 and PDFs <i>Opens</i> 6/30 <u>Test 3 Due at 10pm on 7/1</u>

NOTE: Comments/Interactions with other student's posts are due 24 hours after the Post is due. For example, Post 1 is due by 10pm on Tuesday, May 30th, so the interaction is due by 10pm on Wednesday, May 31st. **ALSO**, Posts are due on the date in which they are listed unless otherwise noted!

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 (unless in an online chat) 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 the population, online communication is straightforward, but sometimes unintended meanings are conveyed.
- **Think about what you have written before you submit it.**

Computer Emergency Plan

If you have an issue with your computer, you need to email me during the issue. All due dates and times will be at 10pm Central time, so that we are all able to communicate during the day.

Course Schedule

Module 1: Introduction to Exercise Psychology and Physical Activity Epidemiology

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
- Formulate topics of interest in exercise psychology
- Identify a professional organization related to the field of exercise psychology
- Describe general physical activity patterns for people < 18, > 18 years of age

- Argue the state of our world from a physical activity or inactivity and health perspective

Readings: Chapter 1 and Chapter 2 in course text; Posted readings along with written assignments

Assignments

- Written assignment 1 (Introduction)
- Written assignment 2 (Personal experiences, Three questions, and Finding a Professional Organization)
- Written assignment 3 (Physical Activity in Our world)
- Test 1

Module 2: Psychosocial Influences of Physical Activity

Module 2 aligns with Course Objective 2.

Module 2 Objectives: By the completion of this module, students will be able to

- Discriminate types of personality traits in relation to physical activity
- Compare one's personality profile to research on personality and physical activity
- Evaluate one's social support network in relation to your physical activity patterns
- Appraise a popular press magazine in relation to body image and physical activity
- Recognize the seriousness of body image disorders

Readings: Chapter 5, Chapter 7, and Chapter 8 in course text; Posted readings along with written assignments

Assignments

- Written assignment 4 (Personality and exercise behavior)
- Written assignment 5 (Social influences and my exercise)
- Written assignment 6 (Body image and media)
- Test 1

Module 3: Mental Health and Physical Activity

Module 3 aligns with Course Objective 3.

Module 3 Objectives: By the completion of this module, students will be able to

- Understand different types of mental health diagnoses
- Recognize the depth of research concerning mental health and physical activity
- Examine state-of-the art research in mental health and physical activity
- Evaluate the impact of physical activity on mental health
- Design physical activity programs to improve mental health

Readings: Chapter 9-13 in course text; Posted readings along with written assignments

Assignments

- Written assignment 7 (Optimal physical activity)
- Written assignment 8 (Stress and exercise)

- Written assignment 9 (Depression and exercise)
- Written assignment 10 (Cognition, aging, and exercise)
- Test 2

Module 4: Understanding LTPA Theories and Models

Module 4 aligns with Course Objective 4.

Module 4 Objectives: By the completion of this module, students will be able to

- Identify type of physical activity theories and models
- Appraise the influence of self-efficacy on physical activity barriers
- Distinguish among Self-Determination Theory constructs
- Evaluate effectiveness of goal setting to changing physical activity
- Design a goal setting program to increase health

Readings: Chapters 3 and 4 in course text along with written assignments

Assignments

- Written assignment 11 (Self-efficacy and physical activity barriers)
- Written assignment 12 (My motivations and my physical activity patterns)
- Test 3 (during Finals)

Module 5: Approaches to Increasing LTPA

Module 5 aligns with Course Objective 5.

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

- Identify and distinguish behavioral and social approaches to increasing physical activity
- Create a community-wide physical activity intervention

Reading: Chapter 6 in course text along with written assignment

Assignments

- Written assignment 13 (Developing a physical activity intervention in the real world)
- Test 3 (during Finals)

Students in KIN Courses:

The following information applies to all courses taught in KIN and each student is required to review these guidelines. Guidelines can be found on the departmental website at: www.depts.ttu.edu/hess/. For additional information and guidelines, you may refer to the University Catalog or the Student handbook.

Statements on a Variety of Vital Issues

Texas Tech Policies Concerning Academic Honesty, Special Accommodations for Students with Disabilities, and Student Absences for Observance of Religious Holy Days

<https://www.depts.ttu.edu/tlpdc/RequiredSyllabusStatements.php>

Additional Texas Tech Policies

<https://www.depts.ttu.edu/tlpdc/RecommendedSyllabusStatements.php>

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.