

HLTH 3150: Psychology of Exercise
Department of Kinesiology, Health Promotion, and Recreation
University of North Texas, Fall Semester – 2026

Instructor Information

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Department of Kinesiology, Health Promotion, and Recreation
Pronouns: he/him/his
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Office Hours: Tuesday and Thursday, 2:30PM-4:00PM
Email: Ryan.Olson@unt.edu
Class Day and Time: Tuesday and Thursday, 12:45PM-2:05PM
Class Location: General Academic Building (GAB), room 105

Primary Undergraduate Textbook (optional)

Lox C. L., Martin Ginis K. A., Gairforth H. L., & Petruzzello S. J. (2019). *The Psychology of Exercise: Integrating Theory and Practice* (5th ed.). Routledge.

Additional Suggested Resources (not required)

Meltzoff, J. & Cooper, H. (2018). *Critical thinking about research: Psychology and related fields* (2nd ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Leong, F. T., & Austin, J. T. (2024). *The psychology research handbook: A guide for graduate students and research assistants* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Strunk, W., & White, E. B. (1999). *Elements of style* (4th ed.). New York, NY: Macmillan.

Note. Additional readings may be posted on Canvas throughout the semester. You will be expected to read these materials for discussions, quizzes, and exams.

Course Description

This course introduces students to theories explaining and predicting physical activity behavior, psychological and physiological effects of exercise on mental and physical health, health and exercise behavior change strategies, and interventions for increasing physical activity participation and adherence across the lifespan.

Purpose

The purpose of this course is to offer students a comprehensive inquiry into individual behaviors and lifestyles that affect physical and mental health from health promotion, exercise science, and psychological perspectives. Topics include physical activity epidemiology, theories and models of exerciser behavior, physical activity interventions, exercise and mental health, behavior change strategies, exercise and aging, and exercise in special populations. Although many exercise psychology topics will be presented, select areas will be covered in greater detail. The course has been designed for upper-level undergraduate students in exercise and sport science (e.g., biomechanics, exercise physiology, physical education, and cardiac rehabilitation) as well as students from other fields such as psychology, psychiatry, and preventive medicine.

Course Objectives

1. To identify, discuss, and compare the predominant models and principles of health and exercise behaviors.
2. To develop insight into the determinants of exercise and physical activity behavior.
3. To identify and discuss the effects of participating in physical activity and exercise on psychological development, health, and well-being.
4. To acquire knowledge about procedures, designs, methods, and analytical techniques appropriate to health and exercise psychology.
5. To discuss and evaluate current health promotion strategies and how they influence exercise behavior change strategies and interventions.
6. To discuss future directions in the study of lifetime physical activity and exercise behavior.
7. To apply health and exercise psychology theory into practice.

Course Expectations

1. This course offers you the flexibility to drop your lowest exam and quizzes; however, such a structure requires self-discipline and motivation to ensure you are trying to perform your best throughout the semester.
2. If you have special learning needs, inform me immediately.
3. If at any point during the semester you are unhappy with your performance in this class, contact me immediately.
4. Academic dishonesty will not be tolerated (e.g., copying, plagiarism, cheating) and will result in a failing grade for the semester.

Course Structure

Both in-class and online (Canvas) platforms will be used to enhance the delivery of this course. Students must check the Canvas site regularly for course updates. Canvas will provide a description of each class, class projects, and reading assignments.

Additionally, announcements, lecture notes, chapter self-tests, project information, exam review materials, and other chapter materials will be found on the Canvas site.

Course Prerequisites

None

Technical Support

For any technical issues that you may encounter during the duration of this class, contact the UNT Student Helpdesk at:

UIT Helpdesk

Location: Sage Hall, 130

Phone: 940-565-2324

Email: helpdesk@unt.edu

Technical Skill Requirements

Students will be required to understand how to download and upload files, send and receive emails, and navigate the Canvas online learning platform.

Use of Generative AI

You are encouraged, in a limited fashion, to use Generative AI (GenAI) tools such as Claude, ChatGPT, Gemini, etc. to support your learning and develop skills for a GenAI-oriented workforce. This use will help us stay technically proficient and ethically grounded. However, GenAI should complement, not replace, your critical thinking or our course materials. If something seems unclear, please seek clarification.

I use GenAI to enhance course materials, streamline tasks, generate prompts, create scenarios, draft syllabi, build study guides, and analyze performance. I will always disclose how I use GenAI, and I expect the same from you.

In accordance with the UNT Honor Code, unauthorized use of GenAI tools is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity policy. If you're unsure whether something is allowed, please seek clarification.

Classroom Etiquette

This course involves lectures and activities in and out of class. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable, disruptive, and will not be tolerated in any instructional forum at UNT. Students are expected to be respectful to the instructor and other students.

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Guidelines:

- Come to class prepared and ready to start on time.
- Turn cell phones off or to vibrate. If your phone rings during class, silence the call. If you must take a call, exit the classroom to talk.
- Only discuss topics related to course content during class time. Talking during a lecture or engaging in inappropriate discussions is distracting to others and me.
- Using a laptop to take notes is allowed, but not suggested. According to several recent studies, computers can hinder learning and is distracting to others (Sana, Weston, & Cepeda, 2013). Sit in the back row with the volume muted if you plan on using a computer during class.

Failure to follow these guidelines will result in you:

- Being asked to leave the classroom,
- Receiving a “zero” on the activity (quiz, test, etc.) of the day, and
- Possibly being referred to the Center for Student Rights and Responsibilities to consider whether conduct violated the Code of Student Conduct (**Policy 07.012**).

Out of Classroom Etiquette (emails and scheduled appointments/office hours)

Information about this class and updates to the assignments will be posted as announcements on Canvas and sent via email to your UNT account. If you do not use your UNT account on a regular basis, then forward your e-mail messages to an account that you check on a regular basis.

Send emails to Ryan.Olson@unt.edu and NOT through Canvas. Students are expected to write professional emails carefully and thoughtfully. For example, use a meaningful and specific subject line (e.g., HLTH 3150: Project 1 Question), a greeting (e.g., Hello Dr. Olson), and a signature with your name at the end (e.g., Best regards, John Doe). *Note.* Writing professional emails is an important skill for all students so proofread before sending and avoid using abbreviations and all lower/upper case lettering. Due to the large number of emails that I receive, you must include “HLTH 3150” in your subject if you want me to receive the email sooner.

If you need to speak with me and have a conflict with a scheduled appointment/office hours, I will be happy to make a separate appointment at a time that is convenient for us both. Be punctual when we have a scheduled appointment/office hours. For example, showing up 20 minutes after a scheduled appointment/office hours may result in my door being closed, the remote session being deactivated, and cancellation of the

meeting. Additionally, come to scheduled appointments/office hours focused and ready to talk about your ideas, questions, and/or concerns.

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

Americans with Disabilities Compliance (Policy 04.015)

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each

faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access/) website (<https://studentaffairs.unt.edu/office-disability-access/>). You may also contact ODA by phone at 940-565-4323.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate. This policy can be reviewed online at <https://policy.unt.edu/policy/16-004>.

Ethical Standards and Academic Dishonesty (Policy 06.003)

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. In the class setting, students shall follow their instructors' directions and observe all academic standards and requirements published in course syllabi and other course materials. A student is responsible for responding to an academic dishonesty report issued by an instructor or other University authority. If a student fails to respond after proper attempts at notification, the University may take appropriate academic actions in the absence of the student.

UNT policy will be followed in cases of academic dishonesty (e.g., cheating, plagiarizing, copying, etc.). Students caught cheating during an exam/quiz or plagiarizing a written assignment will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Students should be familiar with the Student Standards of Academic Integrity. Please review the student rights and responsibilities information online at <https://policy.unt.edu/policy/06-003>.

Family Educational Rights and Privacy Act (FERPA) Information (Policy 07.018)

Students have the right to expect their grades will be kept confidential. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in you being identified by other students or faculty members. The FERPA policy can be reviewed online at <https://policy.unt.edu/policy/07-018>.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records (Policy 04.008)

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See [UNT Policy 04.008, Records Management and Retention](https://policy.unt.edu/policy/04-008) (<https://policy.unt.edu/policy/04-008>) for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during the end of the semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply

click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website \(http://spot.unt.edu\)](http://spot.unt.edu) or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

Attendance Standards

It is vital that students attend class in-person and online (i.e., check Canvas, download/review lecture slides, complete lecture quizzes) to improve understanding of course content and stay up to date with course requirements, as the course calendar is subject to change. In the event of illness, students are responsible for notifying the instructor in advance and for making up any missed work. All university excused absences must be accompanied by appropriate documentation. In the event that you are scheduled to take part in an official University function on the date of a quiz or an exam, contact me in order to schedule a make-up test session.

Course Evaluation

Final grades will be determined based on the total number of points that you accumulate during the semester. Final letter grades will be determined using the grading scale provided below:

ACTIVITY	PERCENT (%)	POINTS	YOUR POINTS
Exams (4 @ 25 points each)	40	100	
Quizzes (10 @ 5 points each)	20	50	
Project 1 (10 @ 2.5 points)	10	25	
Project 2 (10 @ 2.5 points)	10	25	
Project 3 (1 @ 50 points)	20	50	
TOTALS	100	250	

Grading Scale

A: 89.5-100% (223.75-250 points)
B: 79.5-89.4% (198.75-223.74 points)
C: 69.5-79.4% (173.75-198.74 points)
D: 59.5-69.4% (148.75-173.74 points)
F: 0-59.4% (0-148.74 points)

Late Work

Late work will not be accepted. Adhere to all assignment due dates listed below.

Incompletes

Students will not be allowed to take an Incomplete in this course due to poor planning on their part. However, if you find you do have a legitimate reason for an Incomplete, talk with me as soon as possible to discuss the situation and to identify the documentation that will be required to support your request. Consult the UNT catalog or Office of the Registrar (<https://registrar.unt.edu/grades/incompletes>) to review conditions under which an Incomplete may be granted.

Exams

Five exams will be administered (25 points each) to assess your ability to synthesize the information dealt with in this course. Collectively, these exams will constitute 40% of your final grade. The exams will *primarily* consist of objective-type questions (e.g., multiple choice and matching) but may also contain applied questions. Four of 5 exams will count toward your final grade (100 total points). If you complete > 4 exams, your top 4 scores will be used to calculate a point total. If you complete < 4 exams, only those recorded will be used to calculate a point total and any missing exams will be scored as a 0. If you attempt to take an exam for another student who is absent, then both students will receive a zero and points will be deducted from the final grade. All exams will cover content from class materials and discussions.

Learning Module Quizzes

Multiple quizzes will be administered and account for 20% of your final grade. As with exams, they will consist of multiple choice, matching, true/false, or short answer questions. It is your responsibility to read the materials (e.g., syllabus, chapters, lecture notes, and assignments) and prepare prior to each quiz. A total of 12-14 quizzes will be administered throughout the semester (5 points each). Ten of the 12-14 quizzes will count toward your final grade (50 total points). If you complete > 10 quizzes, your top 10 scores will be used to calculate your point total. If you complete < 10 quizzes, only those recorded will be used to calculate your point total and any missing quizzes will count as a 0. If you attempt to take a quiz for another student, then both students will receive a zero and points will be deducted from the final grade.

Projects

Three projects will be assigned and represent 40% of your final grade. Rubrics and additional materials for each project will be posted on Canvas.

Project 1: In-Class Activities

Each week, we will complete 1-2 in-class assignments to apply the concepts from the topics covered during class. These activities are designed to ensure that you have tangible skills to take with you in your future career. There will be a total of 11-14 activities. Ten of the 11-14 activity scores will count toward your final grade (25 total

points). If you complete > 10 activities, your top 10 scores will be used to calculate your point total. If you complete < 10 activities, only those recorded will be used to calculate your point total and any missing activities will count as a 0.

Project 2: Exercise Psychology Evidence & Intervention Project

This project will require you to investigate a real-world exercise or physical-activity problem and evaluate an existing intervention, program, app, or campaign intended to address it. Using peer-reviewed research and exercise-psychology theory, you will determine what the evidence supports, evaluate strengths and limitations of the existing approach, and develop a theory-based redesign. You will then translate your recommendations into a concise product for a public or professional audience.

Project 3: AI Exercise Behavior Change Client Simulation Project

This project requires students to design and interact with a simulated AI client who is beginning an exercise behavior-change process. Across multiple AI-client sessions, students will practice motivational interviewing micro-skills, apply exercise psychology theories, develop and refine SMART goals, monitor simulated progress, and reflect on their growth as professional helpers. Students must submit their AI-client prompt, session transcripts or transcript excerpts, case conceptualization, progress documentation, discussion posts, and a final reflection. The purpose of the project is not to have AI complete the assignment, but to use AI as a structured practice client while students demonstrate theory application, ethical judgment, communication skills, and critical reflection.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)

Tentative Class Outline and Schedule

WEEK	DATE	DAY	TOPIC
Week 1	18-Aug	Tue	Overview of Course & Syllabus CHAPTER 1: Introduction to Exercise Psychology
	20-Aug	Thur	CHAPTER 1: Introduction to Exercise Psychology
Week 2	25-Aug	Tue	CHAPTER 2: Physical Activity Epidemiology
	27-Aug	Thur	CHAPTER 2: Physical Activity Epidemiology
Week 3	1-Sept	Tue	CHAPTER 3: Theories of Exercise Behavior I
	3-Sept	Thur	CHAPTER 3: Theories of Exercise Behavior I
Week 4	8-Sept	Tue	Learning Module Quizzes 1-3 due EXAM #1
	10-Sept	Thur	CHAPTER 4: Theories of Exercise Behavior II
Week 5	15-Sept	Tue	CHAPTER 4: Theories of Exercise Behavior II
	17-Sept	Thur	CHAPTER 5: Social Influences on Exercise PROJECT 2 due
Week 6	22-Sept	Tue	CHAPTER 5: Social Influences on Exercise
	24-Sept	Thur	CHAPTER 6: Physical Activity Interventions
Week 7	29-Sept	Tue	Learning Module Quizzes 4-6 due EXAM #2
	1-Oct	Thur	CHAPTER 7: Personality and Exercise
Week 8	6-Oct	Tue	CHAPTER 8: Self-Perceptions and Exercise
	8-Oct	Thur	CHAPTER 8: Self-Perceptions and Exercise
Week 9	13-Oct	Tue	CHAPTER 9: Stress, Stress Reactivity, and Exercise
	15-Oct	Thur	CHAPTER 9: Stress, Stress Reactivity, and Exercise
Week 10	20-Oct	Tue	Learning Module Quizzes 7-9 due EXAM #3
	22-Oct	Thur	CHAPTER 10: Anxiety and Exercise
Week 11	27-Oct	Tue	CHAPTER 10: Anxiety and Exercise
	29-Oct	Thur	CHAPTER 11: Depression and Exercise PROJECT 3 due
Week 12	3-Nov	Tue	CHAPTER 11: Depression and Exercise
	5-Nov	Thur	CHAPTER 11: Depression and Exercise
Week 13	10-Nov	Tue	Learning Module Quizzes 10-11 due EXAM #4
	12-Nov	Thur	CHAPTER 12: Emotional Well-Being and Exercise
Week 14	17-Nov	Tue	CHAPTER 13: Cognitive Function and Exercise
	19-Nov	Thur	CHAPTER 13: Cognitive Function and Exercise
Week 15	24-Nov	Tue	<i>No Class – Thanksgiving Break</i>
	26-Nov	Thur	<i>No Class – Thanksgiving Break</i>
Week 16	1-Dec	Tue	Chapter 14: Health-Related Quality of Life and Exercise
	3-Dec	Thur	Learning Module Quizzes 12-14 due EXAM #5