

**KINE 5135/6135: Exercise and Health Psychology**  
**Department of Kinesiology, Health Promotion, and Recreation**  
**University of North Texas, Spring Semester – 2023**

***Instructor Information***

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Pronouns: he/him/his

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Office Hours: Tuesday and Wednesday, 2:00-3:00PM (or by appointment)

Email: Ryan.Olson@unt.edu

Class Day & Time: Wednesday, 3:30-6:20PM

Class Location: Environmental Education, Science, & Technology Building, room 120

***Graduate Textbooks (optional)***

Acevedo, E. O., & Ekkekakis, P. (2006). *Psychobiology of physical activity*. Champaign, IL: Human Kinetics.

Buckworth, J., Dishman, R. K., O'Connor, P. J., & Tomporowski, P. D. (2013). *Exercise psychology*. (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

Lox, C. L., Martin Ginis, K. A., & Petruzzello, S. J. (2014). *The psychology of exercise: Integrating theory and practice*. (4<sup>th</sup> ed.). Scottsdale, AZ: Holcomb Hathaway.

***Supplemental Textbooks (optional)***

Ansel, M. H. (2005). *Applied exercise psychology: A practitioner's guide to improving client health and fitness*. New York: Springer Publishing.

Biddle, S. J. H., & Mutrie, N. (2007). *Psychology of physical activity: Determinants, well-being and interventions*. New York: Routledge.

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

***Course Description***

This course introduces students to health, leisure, and exercise behavior change strategies, and provides knowledge and skills necessary to improve the initiation of and adherence to lifetime health and physical activity behaviors among individuals and groups. Students will examine how individual and group behaviors are influenced through psychobiological and cognitive-affective approaches.

The purpose of this course is to offer students a comprehensive inquiry into individual behaviors and lifestyles that affect physical and mental health from a health promotion, exercise science, and psychological perspective. Topics include enhancement of health, identification of health risk factors, prevention and treatment of disease, improvement of the health care system, and shaping of public opinion with regard to health and physical activity. Although many facets of exercise psychology will be presented, select topics will be covered in greater detail. The course has been designed for beginning graduate 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. The American Psychological Association (APA) Division 47 defines sport and exercise psychology as ***the scientific study of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity.***

Sport and exercise psychology practitioners focus primarily on:

1. Helping individuals use psychological principles and skills to achieve optimal mental health and to improve performance.
2. Understanding how participation in sport, exercise, and physical activity affects their psychological development, health, and well-being.

### ***Course Objectives***

1. To identify and discuss the predominant models of health and exercise behaviors. Understand the principles of behavior change from various theoretical perspectives and compare/contrast the strengths and weaknesses of each.
2. To develop sophisticated insight into significant contemporary issues by defining and discussing determinants of exercise behavior in sport, leisure, and exercise settings.
3. To identify and discuss the effects of participating in physical activity on psychological development, health, and well-being.
4. To become acquainted with procedures, designs, methods, and analytical techniques appropriate to the health and exercise psychology field.
5. To discuss and evaluate current health promotion ideologies and how they influence exercise behavior change strategies and interventions.
6. To discuss future directions in the study of lifetime fitness and leisure behavior.
7. To be able to take health and exercise psychology theory into practice.

### ***Course Expectations***

1. In-person instruction, communication, and class participation are key components to being successful in this course.
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 course materials and content. Students must attend weekly in-person lectures at the designated meeting day and time. Students must check the Canvas site regularly for course updates. Canvas will provide students with important announcements, lecture notes and quizzes, assignment information, and other important materials necessary for successful completion of this course.

### ***Course Prerequisites***

No prerequisites are required prior to taking this course.

### ***Technical Support***

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

### ***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.

### ***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.
- 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 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](mailto: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., KINE 5135: Project 1 Question), a greeting (e.g., Hello Dr. Olson), and a signature with your name at the end (e.g., Best regards, John/Jane Doe). *Note.* Writing professional emails is an important skill for all students so avoid using abbreviations, all lower/upper case lettering, and please proofread emails before sending. Due to the large number of emails that I receive, include "KINE 5135" in your subject if you want me to receive the email sooner.

If you need to speak with me and have a conflict with office hours, I will be happy to make an appointment at a time that is convenient for us both. Be punctual when we have a scheduled meeting or when you would like to meet with me during office hours. For example, showing up 20 minutes after a scheduled meeting/office hour may result

in my door being closed and cancellation of the meeting. Additionally, come to meetings/office hours focused and ready to talk about your ideas and 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)***

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For

additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>). The ADA policy can be reviewed online at <https://policy.unt.edu/policy/04-015>.

### ***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](https://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 weeks 13, 14 and 15 of the long semesters 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](mailto: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](mailto: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](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-5652648.

### ***Attendance Standards***

It is vital that students attend class in-person and online (i.e., check Canvas, review lecture slides, participate in discussion) 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, exam, or presentation, contact me in order to schedule a make-up 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	45	90	
Project 1: Journal Article Abstract	10	20	
Project 2: Journal Article Presentation	15	30	
Project 3: Institutional Review Board (IRB) Application	20	40	
Instructor Evaluation	10	20	
<b>TOTALS</b>	<b>100</b>	<b>200</b>	

### ***Grading Scale***

A: 89.5-100%  
B: 79.5-89.4%  
C: 69.5-79.4%  
D: 59.5-69.4%  
F: 0-59.4%



### **Late Work**

Late work will not be accepted. Unless otherwise notified during class, adhere to all assignment due dates listed below.

### **Incompletes**

Students will not be allowed to take an Incomplete due to poor planning. However, if you find you do have a legitimate reason for an Incomplete, talk with me as soon as possible to discuss the situation. Consult the [Office of the Registrar](https://registrar.unt.edu/grades/incompletes) (<https://registrar.unt.edu/grades/incompletes>) to review when an Incomplete grade may be granted.

### **Exams**

Three exams will be administered (30 points each) to assess your ability to synthesize the information dealt with in this course. Collectively, these exams will constitute 45% of your final grade. The exams will consist of objective-type questions (e.g., multiple choice and matching) but will also contain applied and/or short answer questions. You will be provided with several options to select from for the applied and short answer questions. Exams 2 and 3 will *not* be comprehensive but may include additional chapters or content relative to Exams 1 and 2, respectively. All exams will cover content exclusively discussed during class (e.g., lectures, group discussions, etc.).

### **Sample Test Questions**

#### **True or False**

1. Effect size is the magnitude of the outcome of an experimental manipulation, usually expressed as a standard score.

#### **Multiple Choice**

2. When subjects are identified and classified as to exposure and outcome at the same point in time, these types of studies are called:
  - a. Case control studies
  - b. Prevalence studies
  - c. Randomized studies
  - d. All of the above

#### **Matching**

3. Match the term at the bottom to the appropriate definition at the top.  
\_\_\_\_ The ability of a test to discriminate.  
\_\_\_\_ The ability of a test to detect a disease or attribute.  
\_\_\_\_ The ability of an intervention or method to do what it is intended to do.  
\_\_\_\_ The ability of an intervention or method to work in other settings, or its level of ecological validity.  
a. Efficacy    b. Effectiveness    c. Sensitivity    d. Specificity

#### **Short Answer**

4. Explain the difference between the “Halo effect” and the “Hawthorne effect”.

## **Projects**

Three projects will be assigned and represent 45% of your final grade.

### **Project 1: Journal Article Abstract**

For Project 1, you will write an abstract for a previously published peer-reviewed research article. This project consists of two parts and is worth 20 points total: (a) read and summarize a research article – worth 10 points (see Instruction 1 and 2) and (b) quiz over the article – worth 10 points (see Instruction 3).

### **Instructions**

1. Go to Canvas (Project 1 module) and read the posted journal article. Make note of the study rationale, purpose, methods, results, and implications/significance.
2. Write a 200-250 word abstract based on the journal article. The abstract should include 1-2 introductory sentences indicating the main problem and/or rationale of the study. Immediately following the opening statements, you should include a clear and concise purpose statement indicating the main objective of the study. Next, there should be 1-2 sentences indicating the primary methods being used, 2-3 sentences of results (main findings from the study), and 1-2 sentences indicating the conclusion and/or significance of the findings. *Your abstract should be virtually free of grammatical and spelling errors. Do not submit a first draft!*
3. Complete the in-class quiz pertaining to the article you read. To successfully answer the 10 questions on the quiz (worth 1 point each), you will need to have read (several times) and understood the selected article.

### **Evaluation Criteria**

Your abstract should be (a) typed using Times New Roman 12-point font, (b) double-spaced, (c) formatted with 1-inch margins, and (d) absent of jargon or meaningless phrases. Include a title page and the reference of the article on a separate page (see below). The title page and reference should be cited correctly using the *Publication Manual of the American Psychological Association 6<sup>th</sup> Edition* format (APA, 2010). The title and reference pages do not count toward your final word count of 200-250 words.

This project is worth 10% of your grade and will be evaluated by the following criteria:

CRITERIA WEIGHT	POINTS	YOUR POINTS
<b>Part 1.</b> Content (title page, abstract, and reference page, use of APA 6 <sup>th</sup> format, introduction/problem, purpose, methods, results, and conclusion/significance)	5	
<b>Part 2.</b> Organization, clarity and quality of writing, and format (typed using 12-point Times New Roman font, double-spaced, 1-inch margins, and 200-250 words in length)	5	
<b>Part 3.</b> Quiz on content from journal articles	10	
<b>TOTALS</b>	<b>20</b>	

*Note.* Submit one .pdf file containing the title page, abstract, and reference page via the Canvas submission link prior to the due date. Name the file: “LastName\_Project1\_MM-DD-YYYY.pdf”

### **Project 2: Journal Article Presentation**

Project 2 ensures that you are not only able to read and correctly interpret exercise psychology research, but that you can effectively communicate your findings. This project consists of 2 parts and is worth 30 points total: (a) Journal Article Evaluation Form – worth 5 (see Instruction 2) and (b) professional presentation over selected exercise psychology research article – worth 25 points (see Instruction 3).

### **Instructions**

1. Go to Canvas (Project 2 module) and select the journal article you are interested in from the provided APA formatted list (Project 2: Journal Article Choices). Once confirmed with your professor, search for and download your selected article.
2. Read your selected journal article carefully. It may take several readings to fully understand it. While reading, note the rationale for the study, purpose, methods used, results, and implications of the results. Unless you have had advanced statistical courses, the results section may be difficult to understand, but try to comprehend as much as you can. Also, remember that the abstract and discussion section often emphasize the major findings. You will also fill out and turn in the *Journal Article Evaluation Form* (provided in the syllabus and online) to help you constructively evaluate the article.
3. Create an 8-minute PowerPoint presentation that you will give to the class (plus a 2-minute Q&A). You should also create an outline/summary sheet of your presentation which will be handed in with your submission. The presentation should include 1 title slide, 1-3 slides introducing the topic, 1 slide stating the purpose and hypothesis, 1-3 slides of methodology, 2-4 slides of results (especially main findings, including figures and tables), 1-2 slides discussing the conclusion/significance of the findings,

1 slide addressing limitations and strengths, 1 slide indicating future directions, and 1 slide with the APA reference. You are required to reproduce (no screenshots) your figures and tables. *Your presentations should be virtually free of grammatical and spelling errors. Do not submit a first draft!*

### **Evaluation Criteria**

The presentation should include (a) easy to read and appropriately sized font, (b) suitable spacing between images and bullet points, (c) more bullet points compared to full sentences, (d) appealing color schemes, and (e) reproduced figures and tables. Standard slides used when presenting are: (a) title, (b) introduction, (c) purpose and hypothesis, (d) methods, (e) results, (f) conclusions/implications, (g) limitations and strengths, (h) future directions, and (i) references.

This project is worth 15% of your grade and will be evaluated by the following criteria:

CRITERIA WEIGHT	POINTS	YOUR POINTS
<b>Part 1.</b> Content of PowerPoint presentation (title, introductory material, purpose/hypothesis, methods, results, conclusion, limitations/strengths, future directions, and reference)	10	
<b>Part 2.</b> Articulation and appropriateness of the material (presentation style, mannerisms, outline, tables, slides, figures)	5	
<b>Part 3.</b> Organization, clarity/quality of writing, and format (bullet points vs. sentences, font size, color scheme, figures and tables)	5	
<b>Part 4.</b> Attire, organization, and time management	5	
<b>Part 5.</b> Journal Article Evaluation Form	5	
<b>TOTALS</b>	<b>30</b>	

*Note.* Submit one .pdf file of your slides (2 per page) via the Canvas submission link prior to the due date. The submission should include your presentation, the outline/summary, and the journal article evaluation form. Name the file: "LastName\_Project2\_MM-DD-YYYY.pdf".

## Project 2: Journal Article Evaluation Form

1 = Completely Incompetent, 2 = Poor, 3 = Mediocre, 4 = Good, 5 = Excellent

CHARACTERISTIC	1	2	3	4	5
1. Problem is clearly stated					
2. Hypotheses are clearly stated					
3. Problem is significant					
4. Assumptions are clearly stated					
5. Limitations of the study are stated					
6. Important terms are defined					
7. Relationship of the problem to previous research is made clear					
8. Research design is described fully					
9. Research design is appropriate for the solution of the problem					
10. Research design is free of specific weaknesses					
11. Population and sample are described					
12. Method of sampling is appropriate					
13. Data-gathering methods or procedures are described					
14. Methods or procedures are appropriate to the solution of the problem					
15. Data-gathering methods or procedures are utilized correctly					
16. Validity and reliability of the evidence gathered are established					
17. Appropriate methods are selected to analyze the data					
18. Methods used in analyzing the data are applied correctly					
19. Results of the analysis are presented clearly					
20. Conclusions are clearly stated					
21. Conclusions are substantiated by the evidence presented					
22. Generalizations are confined to the population from which the sample was drawn					
23. Article is clearly written					
24. Article is logically organized					
25. Tone of the article displays an unbiased, impartial scientific attitude					

Adapted from the *Handbook in Research Evaluation* (Isaac & Michael, 1983)

### Project 3: Institutional Review Board (IRB) Application

Project 3 gives you experience applying for permission to conduct human research within a collaborative team. This project helps students learn more about working with others to develop a study that meets appropriate ethical standards. This project consists of 3 parts and is worth 40 points total: (a) IRB application (including accompanying documents) – worth 15 (see Instruction 2), (b) professional presentation describing experiment and addressing ethical concerns – worth 15 points (see Instruction 3), and (c) defense of the experiment from a simulated IRB panel – worth 10 points (see Instruction 4).

### Choosing Your Research Topic

Working in groups of 2-3, select an exercise psychology research topic from the list below (or have one approved by the instructor).

- Chronic physical activity and ADHD in youth
- High-intensity interval training and anxiety in young adults
- Exercise as an augmentative therapy for treating depression
- Fitness and stress reactivity

- Exercise and personality disorders
- Acute exercise on sleep quality
- Exercise and behavior change
- Physical activity behaviors and social influence
- Chronic exercise, self-esteem, and body image
- Enjoyment and exercise adherence in older adults
- Effects of exercise on affect, mood, and emotion
- Incentive programs and exercise motivation
- Sedentary time and cognitive dysfunction
- Emotional well-being and exercise
- Interventions to change PA behaviors
- Physiological and psychological responses during exercise
- Exercise, quality of life, and cancer

### **Instructions**

1. Once your group has selected a topic, go to Canvas (Project 3 module) and download the blank IRB application and example IRB application with accompanying documents. Meet with your group to develop an experiment (i.e., no cross-sectional studies) which was recently funded. Assume your project has an unlimited budget.
2. Submit an IRB application based on the experiment your group designs. You must complete all sections in the IRB application and include an informed consent form, relevant questionnaires, a study proposal with references ( $\leq 1000$  words describing your methods in APA format), and a recruitment flyer.
3. Create a 15-minute PowerPoint presentation of your research experiment. You should provide an outline/summary sheet of your presentation to each class member prior to presenting. The presentation should include 1 title slide, 1-2 slides introducing the topic, 1 slide stating the purpose and hypothesis, 1-3 slides of methodology, 2-3 slides of expected results (including figures and tables), 1 slide discussing the potential significance of the findings, 1 slide addressing limitations and strengths, 3-4 slides addressing potential ethical concerns, and 1 slide with references. Your group must produce your figures and tables. *Your presentations should be virtually free of grammatical and spelling errors. Do not submit a first draft!*
4. Complete a 5-minute defense of your IRB application in front of a panel of IRB members. You must take into consideration both methodological issues and any ethical concerns that may be brought up. This could include subject populations, test measures and instrumentation, sensitive personal information, etc.

### **Evaluation Criteria**

The presentation should include (a) easy to read and appropriately sized font, (b) suitable spacing between images and bullet points, (c) more bullet points compared to full sentences, (d) appealing color schemes, and (e) figures and tables. Standard slides

used when presenting a full board review are: (a) title, (b) introduction, (c) purpose and hypothesis, (d) methods, (e) expected results, (f) potential significance, (g) limitations and strengths, (h) ethical considerations, and (i) references.

This project is worth 20% of your grade and will be evaluated by the following criteria:

CRITERIA WEIGHT	POINTS	YOUR POINTS
<b>Part 1.</b> IRB application and materials (format, clarity and quality of writing, supplemental materials [informed consent, questionnaires, etc.], study proposal, and recruitment flyer)	15	
<b>Part 2.</b> Content of PowerPoint presentation (title, introduction, purpose and hypothesis, methods, expected results, potential significance, limitations and strengths, ethical considerations, and references)	5	
<b>Part 3.</b> Articulation and appropriateness of the material (presentation style, mannerisms, outline, tables, slides, figures, etc.)	5	
<b>Part 4.</b> Organization, clarity/quality of writing, time management, and format (bullet points vs. sentences, font size, color scheme, clean figures and tables, etc.)	5	
<b>Part 5.</b> IRB Panel Defense	10	
<b>TOTALS</b>	<b>40</b>	

*Note.* Send one .pdf file per group of your IRB application (and accompanying documents) prior to the due date. Name the file: "GroupNumber\_Project3\_MM-DD-YYYY.pdf".

### ***Instructor Evaluation***

Attendance, preparedness, and class participation will be used in your evaluation and constitutes 10% of your final grade.

**Attendance.** Defined as being in the classroom for the complete class period. Being late and/or leaving early will be counted as an absence and may result in points being deducted from your point total. During select class meetings, attendance will be taken. You will be allowed ONE (1) unexcused absence during the semester for any reason. This DOES NOT include exam, quiz, or project quiz days. Following ONE (1) absence, points will be deducted from your instructor evaluation for each additional absence.

**Preparedness.** Students are expected to read the assigned chapters and articles, formulate discussion points and questions, share perspectives, and provide professional constructive feedback to fellow students and instructors. The benefits derived from this course correspond directly to the degree of student preparation for class meetings. Therefore, part of a student's final grade is tied to regular and meaningful contribution to

group discussions. In order to master course content and complete assignments at a grade of C or better, it is expected that students will spend approximately 6-9 hours per week preparing for classes by studying the text and assigned readings and completing any assigned homework. Assignments should be completed on time; late work will not be accepted unless arrangements have been previously made with the instructor.

*Participation.* Actively involving yourself in class discussions and activities can help develop your understanding of the topics covered and improve your course grade.

## **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, please 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/>)
- [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-Jan	Wed	Course & Syllabus Overview Discuss Project 1 CHAPTER 1: Foundations of Exercise Psychology Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 2	25-Jan	Wed	CHAPTER 1: Foundations of Exercise Psychology Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 3	1-Feb	Wed	<b>Project 1: Journal Article Abstract and Quiz</b> Discuss Project 2 CHAPTER 2: Basic Concepts in Exercise Psychology Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 4	8-Feb	Wed	CHAPTER 3: Behavioral Neuroscience Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 5	15-Feb	Wed	<b>EXAM #1</b> CHAPTER 5: Affect, Mood, and Emotion Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 6	22-Feb	Wed	CHAPTER 6: Anxiety Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 7	1-Mar	Wed	Discuss Project 3 CHAPTER 7: Depression Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 8	8-Mar	Wed	<b>Project 2: Journal Article Presentations</b>
Week 9	15-Mar	Wed	Spring Break (NO CLASS)
Week 10	22-Mar	Wed	CHAPTER 7: Depression Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 11	29-Mar	Wed	<b>Exam #2</b> CHAPTER 8: Exercise and Cognitive Function Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 12	5-Apr	Wed	CHAPTER 8: Exercise and Cognitive Function Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 13	12-Apr	Wed	CHAPTER 10: Stress, Stress Reactivity, and Exercise Textbook: Lox, Martin-Ginis, & Petruzzello
Week 14	19-Apr	Wed	<b>Project 3: IRB Defense</b>
Week 15	26-Apr	Wed	CHAPTER 3: Brain Activation During Physical Activity Textbook: Acevedo & Ekkekakis
Week 16	3-May	Wed	<b>EXAM #3</b>

**\*\*\* This schedule is tentative and will more than likely change throughout the semester. It is your responsibility to adhere to any changes. \*\*\***