

KINE 5135: Exercise and Health Psychology
Department of Kinesiology, Health Promotion, and Recreation
University of North Texas, Spring Semester – 2020

Instructor Information

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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*. (2nd ed.). Champaign, IL: Human Kinetics.

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

Supplemental Textbooks (optional)

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington: American Psychological Association.

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.

Carron, A., Hausenblas, H. A., & Estabrooks, P.A. (2003). *The psychology of physical activity*. New York: McGraw-Hill.

Note. Additional readings will be handed out in class and/or posted on Canvas throughout the semester. You will be expected to read these materials for discussions and exams.

Course Description

3 Credit Hours: 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.

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 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 Delivery

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, lecture notes, chapter self-tests, project information, exam review materials, and other chapter materials will be found on the Canvas site. Thus, all students are required to become familiar with their UNT Canvas account.

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.

Attendance Standards

It is vital that students attend class 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. If a class is missed, it is advisable to contact a classmate or the instructor to review class notes, lecture materials, and/or assignments. In the event that you are scheduled to take part in an official University function on the date of a quiz or an exam, please contact me in order to schedule a make-up test session.

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.

Guidelines:

- Come to class prepared and ready to start on time.
- Turn cell phones off or to vibrate. If your phone rings during class, please quickly and quietly silence the call. If you must take a call, please exit the classroom and speak quietly in the hall.
- 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). Please 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 18.1.11**).

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 please forward your e-mail messages to an account that you check on a regular basis.

Please send emails to Ryan.Olson@unt.edu and NOT through Canvas. Students are expected to carefully and thoughtfully write professional emails. For example, please 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 Doe). *Note.* Writing professional emails is an important skill for all students so please avoid using abbreviations, all lower/upper case lettering, and please proofread emails before sending them. Due to the large number of emails that I receive each day, please include “KINE 5135” in your subject title 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. Please 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.

Ethical Standards and Academic Dishonesty (Policy 18.1.16)

UNT policy will be followed in cases of academic dishonesty (e.g., cheating, plagiarizing, 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 (<https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16>).

American with Disabilities Compliance (Policy 6.8.1.2)

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 Accommodation (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. The designated liaison for the Department of Kinesiology, Health Promotion, and Recreation is Ms. Doryce Judd (Doryce.Judd@unt.edu). For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Family Educational Rights and Privacy Act (FERPA) Information (Policy 18.1.9)

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. Instructors, under the reasonable assumption guidelines, assume students are collecting only their own materials. 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.

Course Evaluation

ACTIVITY	PERCENT (%)	POINTS	YOUR POINTS
Exams	45	90	
Project 1	10	20	
Project 2	15	30	
Project 3	20	40	
Instructor Evaluation	10	20	
TOTALS	100	200	

Exams

Three exams will be administered 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 given several options to select from and complete for the applied and short answer questions. The final exam will *not* be comprehensive but may include additional chapters or content relative to Exams 1 and 2. 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 Abstracts

For Project 1, you will write an abstract for two previously published peer-reviewed research articles (due on separate dates). This project consists of two parts and is worth 20 points total: (a) read and summarize two research articles – worth 5 points each (see Instruction 1 and 2) and (b) quiz over each article – worth 5 points each (see Instruction 3).

Instructions

1. Go to Canvas (Project 1 module) and read the posted journal article(s). 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 in-class quiz (worth 0.5 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. Please 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 6th 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 overall grade and will be evaluated according to the following criteria:

CRITERIA WEIGHT	POINTS	YOUR POINTS
Part 1. Content (title page, abstract, and reference page, use of APA 6 th format, introduction/problem, purpose, methods, results, and conclusion/significance)	5	
Part 2. 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	
Part 3. Quiz on content from journal articles	10	
TOTALS	20	

Note. Send one .pdf file containing the title page, abstract, and reference page via email prior to class and bring a hard-copy to class on the due date. Please name the file as "LastName_Project1_MM-DD-YYYY.pdf". Two points will be deducted for class day this assignment is late!

Project 1: Example Journal Article and Journal Article Abstract Instructions

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Human Kinetics
ORIGINAL RESEARCH

Dose-Response and Time Course Effects of Acute Resistance Exercise on Executive Function

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Rutgers, The State University of New Jersey

Keywords: acute exercise, cognition, executive function, physical activity

The area of acute exercise and cognitive function has garnered considerable research attention over the past few decades. This heightened interest can be reflected in the number of narrative and meta-analytic reviews on the topic (e.g., Brisswalter, Collandreau, & Rene, 2002; Chang, Labban, Gapin, & Etnier, 2012; Lambourne & Tomporowski, 2010; McMorris, Sproule, Turner, & Hale, 2011; Tomporowski, 2003). Collectively, these reviews have supported the conclusion that acute exercise results in small but significant benefits to cognitive performance, with reported effect sizes (ESs) ranging from 0.10 to 0.20. More recently, there have been calls for more focused research efforts to examine important moderators of the relationship to determine for whom, and under what conditions, acute exercise may improve cognition (Etnier & Labban, 2012). In their meta-analysis, Chang et al. (2012) reported that significant moderators included the mode and intensity of exercise, specific timing of cognitive task administration relative to exercise, and importantly, the specific type of cognitive task(s) used.

Relative to the intensity and mode, the majority of studies to date have focused on changes in cognition following aerobic exercise, typically of low-to-moderate intensities (Chang et al., 2012; Lambourne & Tomporowski, 2010). This is important for several reasons. First, the majority of people participate in low-to-moderate intensity physical activity rather than more vigorous forms of exercise (Hallal et al., 2012). Second, a large number of studies indicate that submaximal aerobic exercise performed for periods of up to 60 min results in improvements in cognition (Tomporowski, 2003). However, there is a need to investigate other modes of exercise, including resistance exercise, to better understand the nature of the exercise-and-cognition relationship. Moreover, a broader range of intensities should be examined to determine whether a dose-response relationship exists between acute resistance exercise and cognitive function.

Within the past several years, increased research attention has been devoted to the potential benefits of resistance exercise, yet the evidence for its cognitive benefits is relatively limited. For instance, a majority of the ESs included in the Chang et al. (2012) meta-analysis were from aerobic exercise paradigms ($n = 936$), while very few ESs ($n = 9$) were available for resistance exercise. In one of the few studies to date, Chang and Etnier (2009a) examined the effects of a moderate-intensity bout of resistance exercise on cognition in middle-aged adults using Stroop and Trail Making (TMT) tasks. They found a benefit for information-processing speed during Stroop word and color task conditions, and a trend toward improved performance on the more demanding color-word task condition; however, no significant benefits were observed for the TMT, suggesting selective benefits for cognitive function. Chang and Etnier (2009b)

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Running head: PROJECT 1

1

Project 1: Journal Article #1 Abstract

John Doe

University of North Texas

PROJECT 1

2

Abstract

In your own words, provide a summary of the article for Project 1 in this space. Include 1-2 sentences of introductory information indicating the problem and/or rationale of the study.

Include the purpose of the study and in 1-2 sentences, indicate the primary methods that were used. Finally, provide the main results and any conclusions/implications made by the authors.

You will be graded on content, organization, clarity, quality of writing, and format. Use 12-point Times New Roman font, single-sided pages, double-spaced lines, 1-inch margins, and APA 6th format throughout the document. Make sure you include a title page and reference page. The abstract should be between 200 and 250 words. Read the instructions and criteria listed in the syllabus for additional information on this assignment.

PROJECT 1

3

References

Provide the reference of the article reviewed in this space. Use the format provided in the *Publication Manual of the American Psychological Association* (6th Ed., p. 198).

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. Select a journal article with a topic you are interested in from the provided list (APA format listed). Once confirmed, go to Canvas (Project 2 module) 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 provide an outline/summary sheet of your presentation to each class member prior to presenting. 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. *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 overall grade and will be evaluated according to the following criteria:

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

Note. Send one .pdf file of your slides (2 per page) via email prior to class and bring a hard-copy to class on the due date. Please name the file as “LastName_Project2_MM-DD-YYYY.pdf”. Two points will be deducted for each day this assignment is late!

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) Submission

Project 3 gives you experience applying for permission to conduct human research within a collaborative team (3-4 students). 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 two, select an exercise psychology research experiment 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 an experiment, go to Canvas (Project 3 module) and download the blank IRB application and an example IRB application with accompanying documents.
2. Submit an IRB application based on an experiment you and your partner design. You must complete all sections in the IRB application and include an informed consent form, relevant questionnaires, a study proposal with references (≤ 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 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 submission in front of a panel of IRB members (i.e., the instructor and randomly selected classmates). You must take into consideration both methodological issues and any ethical concerns that may be brought up during your experiment. 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 overall grade and will be evaluated according to the following criteria:

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

Note. Send one .pdf file per group of your IRB application (and accompanying documents) via email prior to class and bring a hard-copy to class on the due date. Please name the file as “GroupNumber_Project3_MM-DD-YYYY.pdf”. Two points will be deducted for each day this assignment is late!

Instructor Evaluation and Quizzes

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 not being in attendance and may result in points being deducted from your final point total. During select class meetings an attendance form will be circulated for you to sign or an activity will be used to document attendance (e.g., Kahoot, worksheet, etc.). You will be allowed TWO (2) absences during the semester for any reason. These DO NOT include exam, quiz, or project quiz days. Following TWO (2) absences, 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. Everyone’s final grade will undoubtedly be influenced positively through thoughtful and active class participation.

Tentative Class Outline and Schedule

WEEK	DATE	DAY	TOPIC
Week 1	16-Jan	Thur	Overview of the Course & Syllabus Discuss Project 1 CHAPTER 1: Foundations of Exercise Psychology Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 2	23-Jan	Thur	CHAPTER 1: Foundations of Exercise Psychology Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 3	30-Jan	Thur	Project 1: Journal Article Abstract #1 Due; Quiz CHAPTER 2: Basic Concepts in Exercise Psychology Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 4	6-Feb	Thur	CHAPTER 3: Behavioral Neuroscience Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 5	13-Feb	Thur	CHAPTER 5: Affect, Mood, and Emotion Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 6	20-Feb	Thur	EXAM #1 CHAPTER 6: Anxiety Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 7	27-Feb	Thur	Project 1: Journal Article Abstract #2 Due; Quiz CHAPTER 7: Depression Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 8	5-Mar	Thur	Project 2: Journal Article Presentation Due CHAPTER 8: Exercise and Cognitive Function Textbook: Buckworth, Dishman, O'Connor, & Tomporowski
Week 9	12-Mar	Thur	NO CLASS – SPRING BREAK
Week 10	19-Mar	Thur	Project 2: Presentations
Week 11	26-Mar	Thur	Project 2: Presentations
Week 12	2-Apr	Thur	EXAM #2 CHAPTER 10: Stress, Stress Reactivity, and Exercise Textbook: Lox, Martin-Ginis, & Petruzzello
Week 13	9-Apr	Thur	CHAPTER 3: Brain Activation During Physical Activity Textbook: Acevedo & Ekkekakis
Week 14	16-Apr	Thur	Project 3: IRB Submission Due CHAPTER: 6: Physical Activity Interventions Textbook: Lox, Martin-Ginis, & Petruzzello
Week 15	23-Apr	Thur	CHAPTER 14: Physical Activity and Pain Textbook: Acevedo & Ekkekakis
Week 16	30-Apr	Thur	Project 3: IRB Defense
Week 17	7-May	Thur	EXAM #3

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