

**KINE 6135: Advanced Exercise and Health Psychology**  
**Department of Kinesiology, Health Promotion, and Recreation**  
**University of North Texas, Spring Semester – 2024**

***Instructor Information***

Name: Ryan L. Olson, Ph.D.

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Department: Kinesiology, Health Promotion, and Recreation

Pronouns: he/him/his

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Office Phone: 940.565.2545

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

Email: Ryan.Olson@unt.edu

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

Class Location: Physical Education Building (PEB), room 219

***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 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 6135: 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
Project 1: Abstract Review	10	10	
Project 2: Journal Article Presentation	15	15	
Project 3: Class Workshop	15	15	
Project 4: Chapter Presentation	20	20	
Project 5: Research Project Proposal	40	40	
<b>TOTALS</b>	<b>100</b>	<b>100</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**

No exams are required for this course.

**Projects**

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

**Project 1: Abstract Review**

For Project 2, you will help the instructor review abstract submissions. This project consists of one part and is worth 10 points total: (a) review abstract submissions from M.S. student submissions.

**Instructions**

1. Meet with the instructor to discuss criteria for grading abstract submissions from M.S. students.
2. Carefully read through each abstract (~20) and provide feedback on content (APA formatting, page requirements, etc.), clarity and quality of writing, and format (12-point Times New Roman font, double-spaced, 1-inch margins, 200-250 words).
3. Meet with instructor after submitting assignment to discuss grading strengths and weaknesses, differences in grade distribution, and areas for improvement.

**Evaluation Criteria**

Your grading should be completed within a reasonable timeframe (i.e., prior to Project 2 submissions) and include critical feedback that students can use to improve writing skills.

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

CRITERIA WEIGHT	POINTS	YOUR POINTS
<b>Part 1.</b> Grading for content (title page, abstract, and reference page, use of APA format, introduction/problem, purpose, methods, results, and conclusion/significance)	5	
<b>Part 2.</b> Grading for 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)	5	
<b>TOTALS</b>	<b>10</b>	

*Note.* Submit graded abstracts prior to class on the agreed upon due date. Set up a meeting with the instructor to go over your grading approach.

### ***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 one part and is worth 15 points total: (a) professional presentation over selected exercise psychology research articles – worth 15 points (see Instruction 3).

#### ***Instructions***

1. Meet with the instructor to discuss an exercise psychology research topic you are interested in presenting. Once your topic is approved, identify two journal articles that you will prepare for your professional presentation.
2. Read your selected journal articles carefully. It may take several readings to fully understand them. While reading, note the rationale, 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 sections often emphasize the major findings.
3. Create a 15-minute PowerPoint presentation (plus a 5-minute Q&A). The presentation should include 1 title slide, 3-5 slides introducing the broader topic, and 1 slide indicating the two studies that will be presented. For each article, there should be 1 slide stating the purpose and hypothesis, 1-3 slides of methodology, 2-4 slides of results (especially main findings, including figures and tables), and 1-2 slides discussing the conclusion/significance of the findings. Next, you should compare and contrast the studies by presenting 1-2 slides addressing limitations and strengths, 1-2 slides with similarities and differences between the studies, and 1 slide indicating future directions. Last, you will end with 1 slide containing APA references of your selected articles.

### **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
<b>Part 1.</b> Content of presentation (title, introductory material, purpose/hypothesis, methods, results, conclusion, limitations/strengths, future directions, and references)	4	
<b>Part 2.</b> Articulation and appropriateness of the material (presentation style, time management, mannerisms, tables, slides, figures, etc.)	7	
<b>Part 3.</b> Organization, clarity/quality, and format (bullet points vs. sentences, font size, color scheme, figures and tables, etc.)	4	
<b>TOTALS</b>	<b>15</b>	

*Note.* Send one .ppt/.pptx and .pdf file of your slides (2 per page layout) 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”.

### **Project 3: Class Workshop**

Project 3 gives you experience generating content and administering a group workshop. This project consists of one part and is worth 15 points total: (a) design and administer a class workshop based on a topic that will be covered in class.

### **Instructions**

1. Meet with your instructor to discuss the topic you’d like to prepare your workshop materials over.
2. Create content (e.g., worksheets, activities, etc.) and prepare a short workshop to present to the class. You will serve as the primary facilitator of all discussion at this time. Examples of workshops might include informative discussions, applied demonstrations, or anything else approved with consultation from your instructor.
3. Workshops should last between 15-30 minutes during your designated class day. You may consider multiple activities given they fall within your allotted timeframe.

### ***Evaluation Criteria***

Workshops should be creative and engaging while remaining academic in nature. Students should leave the workshop with a deeper understand of the broad topic being covered that week. Workshops should be focused and stay within the allotted 15-30 minute timeframe.

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

CRITERIA WEIGHT	POINTS	YOUR POINTS
<b>Part 1.</b> Content of Workshop (title, introductory material, primary purpose, potential outcomes, references, etc.)	5	
<b>Part 2.</b> Articulation and appropriateness of the material (presentation style, time management, mannerisms, tables, slides, figures, relatedness to topic being covered, etc.)	10	
<b>TOTALS</b>	<b>15</b>	

*Note.* Send one file (format may vary) of your workshop) and any accompanying materials via email prior to class and bring a hard-copy to class on the due date. Please name the file as “LastName\_Project3\_MM-DD-YYYY.pdf”.

### ***Project 4: Chapter Presentation***

Project 4 gives you experience preparing a lesson and teaching a topic of your choice. This project consists of one part and is worth 20 points total: (a) prepare a lesson of your choice and present a lecture to students.

### ***Instructions***

1. Review the course syllabus and meet with your instructor to select a chapter you would like to present.
2. Once the chapter is selected, prepare a lecture-style presentation that you will present in front of the class on an agreed upon date. Slides should consist of content discussed in the book chapter as well as any additional information that may reinforce key concepts. You can also incorporate class activities (e.g., discussion sheets, videos, etc.) during your lecture to enhance student learning opportunities. You will be provided with an evaluation of your teaching as a part of this assignment.
3. You will also prepare 20 exam questions consisting of (a) fifteen multiple choice, true/false, short answer, and fill-in-the blank type questions and (b) three short answer questions. Questions should consist of material covered during your lecture versus content directly from the textbook.

### ***Evaluation Criteria***

The presentation should include (a) easy to read and appropriately sized font, (b) more bullet points compared to full sentences, (c) suitable spacing between images and bullet points, (d) appealing color schemes, and (e) figures and tables. Exam questions should be proofread for clarity and grammar prior to submission. Questions should test general (e.g., definitions) and specific (e.g., application) exercise psychology knowledge.

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

CRITERIA WEIGHT	POINTS	YOUR POINTS
<b>Part 1.</b> Content, organization, clarity/quality, and format of presentation (bullet points vs. sentences, font size, color scheme, figures and tables, etc.)	5	
<b>Part 2.</b> Articulation and appropriateness of the material (presentation style, mannerisms, outline, tables, slides, figures, etc.) and time management	10	
<b>Part 3.</b> Exam question preparation	5	
<b>TOTALS</b>	<b>20</b>	

*Note.* Send one .ppt/.pptx file and one .pdf file of your slides (2 per page layout) and appended exam questions via email prior to class and bring a hard-copy (slides only) to class on the due date. Please name the file as “LastName\_Project4\_MM-DD-YYYY.pdf”.

### ***Project 5: Research Project Proposal***

Project 5 provides you with an opportunity to develop a research project proposal that may assist you in your progress within your respective Ph.D. program. This project consists of one part and is worth 40 points total: (a) prepare a research project proposal.

#### ***Instructions***

1. Meet with your instructor to discuss a research topic of interest. You may consider consulting with your primary Ph.D. advisor prior to meeting with your instructor.
2. Develop, from scratch, a research proposal. Proposals will vary in length and depth. In general, proposals should include a hypothesis-driven research study (i.e., backed by previous work). The design will be dependent on your research question, skillset, and area of interest. Once a question is developed, focus will be directed on the methodology. A brief literature review (i.e., introduction), expected results (with figures and tables), and potential significance sections are required. Lastly, a list of references will be included.

3. A brief presentation (~10-15 minutes) of your proposal will be presented to the class.

### ***Evaluation Criteria***

Research proposal will vary greatly between students. Follow the respective guidelines of your instructor and those of your field.

This project is worth 40% of your overall grade and will be evaluated according to the following criteria:

CRITERIA WEIGHT	POINTS	YOUR POINTS
<b>Part 1.</b> Content, organization, clarity/quality, and format of proposal (introduction, purpose/hypothesis, methods, expected results, potential significance, references)	15	
<b>Part 2.</b> Design choices, methodological decisions, and ethical considerations	15	
<b>Part 3.</b> Articulation and appropriateness of the presentation (presentation style, mannerisms, outline, tables, slides, figures, etc.) and time management	10	
<b>TOTALS</b>	<b>40</b>	

*Note.* Send one .doc/.docx and .ppt/.pptx file of your entire proposal via email prior to class and bring a hard-copy to class on the due date. Please name the file as “LastName\_Project5\_MM-DD-YYYY.pdf”.

### ***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 eulDs 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/>)