KINE 6135: Advanced Exercise and Health Psychology
Department of Kinesiology, Health Promotion, and Recreation
University of North Texas, Spring Semester – 2019

Instructor Information
Ryan L. Olson, Ph.D.
Assistant Professor of Sport and Exercise Psychology
Department of Kinesiology, Health Promotion, and Recreation
Office Location: Physical Education Building, Room 205J
Office Phone: 940.565.2545
Office Hours: Tue/Thurs 1:00 – 2:00 PM (or by appointment)
Email: Ryan.Olson@unt.edu
Class location: Physical Education Building, Room 216
Class Hours: Thurs 3:30 – 6:20 PM

Graduate Textbooks


Supplemental Textbooks


Note. Additional readings will be handed out in class and/or posted on Canvas throughout the semester.
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 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 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 6135” 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**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PERCENT (%)</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Project 2</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Project 3</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Project 4</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Project 5</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
Projects
Five projects (see below) will be assigned and represent 100% of your final grade.

Project 1: Journal Article Abstract
For Project 1, you will write an abstract for one previously published peer-reviewed research article. This project consists of one part and is worth 20 points total: (a) read and summarize a pre-selected research article.

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!

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). These pages do not count toward your final word count of 200-250 words.

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

<table>
<thead>
<tr>
<th>CRITERIA WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1.</strong> Content (title page, abstract, and reference page, use of APA 6th format, introduction/problem, purpose, methods, results, and conclusion/significance)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Part 2.</strong> 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)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

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”.
Dose–Response and Time Course Effects of Acute Resistance Exercise on Executive Function

Christopher J. Brush, Ryan L. Olson, Peter J. Ehmann, Steven Osovsky, and Brandon L. Alderman
Rutgers, The State University of New Jersey

Abstract

The area of acute exercise and cognitive function has garnered considerable research attention over the past several decades. This heightened interest can be re- lated to recent meta-analyses and narrative reviews revealing the benefits of acute exercise on cognitive performance, including executive functions (Brush, 2012). In their meta-analysis, Chang et al. (2012) found that acute exercise resulted in improved performance on plus–minus and Simon tasks, respectively. These findings suggest that acute exercise may also improve executive functions. At 15 min postexercise, high-intensity exercise resulted in less interference and improved reaction time (RT) for the Stroop task, while at 180 min low- and moderate-intensity exercise bouts performed at 40%, 70%, and 100% of their individual 10-repetition maximum. An executive function task was administered at 60, 120, and 180 min postexercise. These findings suggest that exercise may improve executive functions in the short term. However, the relationship between exercise and executive function remains unclear. The purpose of the current study was to examine possible dose–response and time course effects of an acute bout of resistance exercise on executive function in healthy young adults.

Methods

Twenty-eight participants (14 female; age = 20.5 ± 2.1 years) completed a control condition and resistance exercise condition. Participants were assigned to one of three resistance exercise intensities (40%, 70%, 100%) and completed two practice sessions. In the control condition, participants completed an executive function task at 60, 120, and 180 min postexercise. In the resistance exercise condition, participants completed two practice sessions and two test sessions of resistance exercise at 60, 120, and 180 min postexercise. Participants completed the following executive function tasks at each time point: Stroop, plus–minus, Simon, and Trail Making (TMT) tasks. A comparison of executive function task performance between conditions was conducted using a repeated measures ANOVA. A Bonferroni correction was used to control for multiple comparisons.

Results

Within the past several years, increased research has been conducted on the effects of acute exercise on cognitive performance, including executive function (Brush, 2012). This is important for several reasons. First, the majority of research participants are in low-to-moderate endurance physical activity categories. Second, a large number of studies (e.g., Hallal et al., 2012) have examined the effects of exercise on cognitive function in children using Stroop and Trail Making (TMT) tasks. Third, exercise resulted in improved performance on plus–minus and Simon tasks, respectively. These findings suggest that acute exercise may also improve executive functions. At 15 min postexercise, high-intensity exercise resulted in less interference and improved reaction time (RT) for the Stroop task, while at 180 min low- and moderate-intensity exercise bouts performed at 40%, 70%, and 100% of their individual 10-repetition maximum. An executive function task was administered at 60, 120, and 180 min postexercise. These findings suggest that exercise may improve executive functions in the short term. However, the relationship between exercise and executive function remains unclear. The purpose of the current study was to examine possible dose–response and time course effects of an acute bout of resistance exercise on executive function in healthy young adults.

Discussion

Within the past several years, increased research has been conducted on the effects of acute exercise on cognitive performance, including executive function (Brush, 2012). This is important for several reasons. First, the majority of research participants are in low-to-moderate endurance physical activity categories. Second, a large number of studies (e.g., Hallal et al., 2012) have examined the effects of exercise on cognitive function in children using Stroop and Trail Making (TMT) tasks. Third, exercise resulted in improved performance on plus–minus and Simon tasks, respectively. These findings suggest that acute exercise may also improve executive functions. At 15 min postexercise, high-intensity exercise resulted in less interference and improved reaction time (RT) for the Stroop task, while at 180 min low- and moderate-intensity exercise bouts performed at 40%, 70%, and 100% of their individual 10-repetition maximum. An executive function task was administered at 60, 120, and 180 min postexercise. These findings suggest that exercise may improve executive functions in the short term. However, the relationship between exercise and executive function remains unclear. The purpose of the current study was to examine possible dose–response and time course effects of an acute bout of resistance exercise on executive function in healthy young adults.

Conclusion

Within the past several years, increased research has been conducted on the effects of acute exercise on cognitive performance, including executive function (Brush, 2012). This is important for several reasons. First, the majority of research participants are in low-to-moderate endurance physical activity categories. Second, a large number of studies (e.g., Hallal et al., 2012) have examined the effects of exercise on cognitive function in children using Stroop and Trail Making (TMT) tasks. Third, exercise resulted in improved performance on plus–minus and Simon tasks, respectively. These findings suggest that acute exercise may also improve executive functions. At 15 min postexercise, high-intensity exercise resulted in less interference and improved reaction time (RT) for the Stroop task, while at 180 min low- and moderate-intensity exercise bouts performed at 40%, 70%, and 100% of their individual 10-repetition maximum. An executive function task was administered at 60, 120, and 180 min postexercise. These findings suggest that exercise may improve executive functions in the short term. However, the relationship between exercise and executive function remains unclear. The purpose of the current study was to examine possible dose–response and time course effects of an acute bout of resistance exercise on executive function in healthy young adults.

References


Project 2: Abstract Review
For Project 2, you will help the instructor review and grade two abstract submissions. This project consists of one part and is worth 20 points total: (a) review abstract submissions from M.S. student submissions.

Instructions
1. Meet with the instructor to discuss criteria for grading abstract 1 and 2 submissions from M.S. students.

2. Carefully read through each abstract (~20) and provide feedback on content (APA 6th, page requirements), 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 second abstract submission date) and include critical feedback that students can use to improve writing skills.

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

<table>
<thead>
<tr>
<th>CRITERIA WEIGHT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1.</strong> Grading for content (title page, abstract, and reference page, use of APA 6th format, introduction/problem, purpose, methods, results, and conclusion/significance)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Part 2.</strong> 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)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Part 3.</strong> On-time submission</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Note. Submit graded abstracts prior to class on the due date. Set up a meeting with instructor to go over assignment.
**Project 3: Journal Article Presentation (Compare and Contrast)**

Project 3 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 20 points total: (a) professional presentation over two selected exercise psychology research articles.

**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. You may want to fill out the *Journal Article Evaluation Form* (see syllabus and online) to help you evaluate the articles.

3. Create a 16-minute PowerPoint presentation (plus a 4-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, 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.

**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 20% of your overall grade and will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>CRITERIA WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1.</strong> Content of PowerPoint presentation (title, introductory material, purpose/hypothesis, methods, results, conclusion, limitations/strengths, future directions, and reference)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Articulation and appropriateness of the material (presentation style, mannerisms, outline, tables, slides, figures, etc.)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Organization, clarity/quality of writing, and format (bullet points vs. sentences, font size, color scheme, clean figures and tables, etc.)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Attire, organization, and time management</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**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_Project3_MM-DD-YYYY.pdf”.

**Project 3: Journal Article Evaluation Form (optional)**

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

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

Adapted from the *Handbook in Research Evaluation* (Isaac & Michael, 1983)
Project 4: Institutional Review Board (IRB) Panel

Project 4 gives you experience evaluating human research ethics. This project consists of two parts and is worth 20 points total: (a) feedback on student submitted IRB applications/presentations and (b) head IRB panel reviewer.

Instructions

1. Meet with your instructor to discuss the reviewing process. Print off recommended evaluation form(s) prior to student presentations.

2. Critically evaluate and provide feedback on IRB applications, including the informed consent form, relevant questionnaires, study proposal, and recruitment flyer.

3. Serve as head IRB panel reviewer (instructor will serve as moderator) during student presentations. Take notes during each presentation and submit to instructor at the end of class.

4. Provide feedback, pose questions on potential ethical concerns, and facilitate discussion during a 5-minute defense of an IRB application. As a reviewer, you should consider: subject populations, test measures and instrumentation, sensitive personal information, data management, study design/protocols, etc.

Evaluation Criteria

Feedback and questions should be thoughtful and helpful to students. Guided discussion should be focused and stay within the allotted 5-minute timeframe.

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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1. Evaluation of IRB application and materials (format, clarity and quality of writing, supplemental materials [informed consent, questionnaires, etc.], study proposal, and recruitment flyer)</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Part 2. Grading of PowerPoint presentation content (title, introduction, purpose and hypothesis, methods, expected results, potential significance, limitations and strengths, ethical considerations, and references) and evaluation form submission</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Part 3. Facilitation of questions and discussion during defense</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Note. Submit evaluation form and notes at the end of each class period you evaluate.
**Project 5: Chapter Presentation and Exam Questions**

For Project 5, you will select and present a textbook chapter and develop exam questions. This project consists of two parts and is worth 20 points total: (a) lecture over selected chapter and (b) preparation of exam materials.

**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.

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:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content, organization, clarity/quality, and format of PowerPoint presentation</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation and appropriateness of the material (presentation style, mannerisms, outline, tables, slides, figures, etc.) and time management</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam question preparation</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>20</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Send one .pdf file of your slides (2 per page) 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_Project5_MM-DD-YYYY.pdf”.
### Tentative Class Outline and Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>DAY</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| Week 1 | 17-Jan | Thur | Overview of the Course & Syllabus  
CHAPTER 1: Foundations of Exercise Psychology  
Textbook: Buckworth, Dishman, O'Connor, & Tomporowski |
| Week 2 | 24-Jan | Thur | CHAPTER 1: Foundations of Exercise Psychology  
Textbook: Buckworth, Dishman, O'Connor, & Tomporowski  
KINE 6135: Date/Topic Selection for Project 5 |
| Week 3 | 31-Jan | Thur | KINE 5135: Journal Article Abstract #1 Due; Quiz  
KINE 6135: Journal Article Abstract Due (Project 1)  
KINE 6135: Abstract #1 Received (Project 2)  
CHAPTER 2: Basic Concepts in Exercise Psychology  
Textbook: Buckworth, Dishman, O'Connor, & Tomporowski |
| Week 4 | 7-Feb  | Thur | CHAPTER 3: Behavioral Neuroscience  
Textbook: Buckworth, Dishman, O'Connor, & Tomporowski |
| Week 5 | 14-Feb | Thur | CHAPTER 5: Affect, Mood, and Emotion  
Textbook: Buckworth, Dishman, O'Connor, & Tomporowski  
KINE 5135: EXAM #1 Review  
KINE 6135: Graded Abstract #1 Due (Project 2) |
| Week 6 | 21-Feb | Thur | KINE 5135: EXAM #1  
CHAPTER 6: Anxiety  
Textbook: Buckworth, Dishman, O'Connor, & Tomporowski |
| Week 7 | 28-Feb | Thur | KINE 5135: Journal Article Abstract #2 Due; Quiz  
KINE 6135: Abstract #2 Received (Project 2)  
CHAPTER 7: Depression  
Textbook: Buckworth, Dishman, O'Connor, & Tomporowski |
| Week 8 | 7-Mar  | Thur | KINE 5135: Journal Articles Presentation Due  
CHAPTER 8: Exercise and Cognitive Function  
Textbook: Buckworth, Dishman, O'Connor, & Tomporowski |
| Week 9 | 14-Mar | Thur | NO CLASS – SPRING BREAK |
| Week 10 | 21-Mar | Thur | KINE 5135: Journal Article Presentations  
KINE 6135: Graded Abstract #2 Due (Project 2) |
| Week 11 | 28-Mar | Thur | KINE 5135: Journal Article Presentations  
KINE 5135: EXAM #2 Review |
| Week 12 | 4-Apr  | Thur | KINE 5135: EXAM #2  
KINE 5135: Journal Article Presentations (Project 3)  
CHAPTER 10: Stress, Stress Reactivity, and Exercise  
Textbook: Lox, Martin-Ginis, & Petruzzello |
| Week 13 | 11-Apr | Thur | CHAPTER 3: Brain Activation During Physical Activity  
Textbook: Acevedo & Ekkekakis |
| Week 14 | 18-Apr | Thur | KINE 5135: IRB Submission Due  
CHAPTER 6: Physical Activity Interventions  
Textbook: Lox, Martin-Ginis, & Petruzzello |
| Week 15 | 25-Apr | Thur | CHAPTER 14: Physical Activity and Pain  
Textbook: Acevedo & Ekkekakis  
KINE 5135: IRB Defense  
KINE 6135: IRB Panel (Project 4) |
| Week 16 | 2-May  | Thur | KINE 5135: Defense  
KINE 6135: IRB Panel (Project 4)  
KINE 5135: EXAM #3 Review |
| Week 17 | 9-May  | Thur | KINE 5135: EXAM #3 |

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