



Syllabus for KIN 310

Exercise Psychology ASYNCHRONOUS

Department of Applied Health

Winter 2023

Dec 18 2023, Jan 7 2024

About the Instructor

Name: Dr. Lindsay Ross-Stewart

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Office Hours: Meetings by appointment only

<https://siue.zoom.us/j/97131552629?pwd=UWVpN2xudjhZTXhBMWlVcnBYOHBJUT09>

Meeting ID: 971 3155 2629

Password: 384400

COURSE DESCRIPTION

This is an Asynchronous course which means all content will be on blackboard WITHOUT any in person meetings.

This course seeks to provide the student with general knowledge of the field of psychology in relation to exercise behavior. Students are introduced to the discipline through a review of the major psychological theories. Emphasis is placed on objective assessment techniques designed to help the course participant differentiate between adaptive and maladaptive human behavior. Special attention is given to personality theories, social psychology, and therapeutic intervention. Students will examine a range of psychological theories that can be applied to the areas of health and exercise. There will be an emphasis on personality and social psychological factors associated with mental health, physical health, and exercise. Attention will be given to the theories and evidence of biological, psychological, and socio-cultural determinants of healthy behavior, as well as to some of the contemporary controversies in the field.

COURSE OBJECTIVES/LEARNING OUTCOMES

COURSE OBJECTIVES

Upon successful completion of this course the student will be able to:

1. Describe the behavioral strategies that can be used to enhance exercise behavior changes (e.g., reinforcement, goal setting, social support, etc.).
2. Recognize the historical trends and current perspectives of exercise psychology.
3. Describe the specific techniques that can be used to enhance motivation and prompt attitude change with regard to exercise behaviors.
4. Describe the counseling approaches that may assist less motivated clients to

increase their physical activity.

5. Understand how knowledge of exercise psychology is applicable in our everyday lives and professions.
6. Communicate clearly about the theories, research, and methodology associated exercise psychology.
7. Understand how exercise relates to different psychological and physical disorders
8. Understand how the course material relates to their own exercise behavior

COURSE DESIGN

All material for this course are found on blackboard. Each week has its own folder found in the section “coursework”. You will find all units for the week in the folder. Within each Unit folder you will find all necessary material to complete for each unit. Within the Week unit you will find the weekly assignment and the turn it in link to submit your assignment.

This course has 20 units. Each unit includes readings/videos/PowerPoints for you to go through to learn the necessary material. Once you have completed all the units in a weekly folder you can submit the weekly assignment. You can work on the assignment as you go through the units. For example, while watching the unit one power point and videos, answer the unit 1 questions on the assignment. The assignments can be done while you have the unit material open – they are open book and open resources.

OVERALL EVALUATION

COURSE CONTENT

Weekly Assignments = 150 points (50 points X 3 assignments)

Physical Activity Goal Setting = 10 points

Physical Activity Training Log =40 points (20 points X 2 weeks)

Physical Activity Support Partner = 20 Points (10 points X 2 weeks)

Physical Activity Paper = 100 Points

Total points = 320

Grade	Points
A	288-320
B	256-287
C	224-255
D	192-223
F	0 – 191

ASSIGNMENTS

ASSIGNMENT DUE DATES (all due at 5:00pm on the due date)
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Week 1: Assignment 1 due December 22, 2023
Week 2: Assignment 2 due December 29, 2023
Week 3: Assignment 3 due January 5, 2024

Every Friday at 5:00pm you have an assignment due. Each assignment consists of short answer questions based on the weekly units.

PHYSICAL ACTIVITY TRAINING and PAPER

**ALL PARTS OF THIS ASSIGNMENT ARE DUE AT 5:00PM ON THEIR RESPECTIVE DUE DATES
170 points (10 points goal setting assignment, 40 points training log, 20 points support partner, 100 points for paper)**

Along with completing the units you will need to set physical activity goals for December 2nd - Jan 4th, and then train every day to meet your goals.

From Dec 22nd until Jan 4th, you will work towards completing your daily goals that all lead to a final physical activity goal. You will then write up your experience, as it relates to the course content, for your final paper in this course. The purpose of this assignment is for you to have the opportunity to create a personalized exercise program and competitive goal based on the information you learn in class. The program can include any exercise training that directly serves to enhance physical and psychological health.

Components of this assignment

1. Pick a physical activity goal you want to achieve by the end of the class.
(examples: decrease mile time by 30 seconds, increase deadlift by 13%, Bike 20 minutes without stopping, Run a 5K).
2. UNIT 2 covers how to set effective goals. You will complete this unit and then complete the goal worksheet in the Week 2 folder and submit it via the Turn it in link on the coursework page on blackboard **(10 points). DUE: December 21st at 5:00pm**
3. On December 22nd no later than 8:00am you will see your training log on the discussion board. IT will be named after you and your training partner. This is where you enter information for the training log and support partner components of the assignment.

A. Training Log – from December 22nd, 2023 until you complete your event on January 4th, 2024, (40 points) you will enter your training for the day onto your blackboard discussion board. This is a board you will share with one training partner who you will be assigned. The Discussion board is named after you and your partner. You must enter your daily training into the log as well as support your partner throughout the experience. Due to the short time of the training you need to post a training entry in your log every day from December 22nd until you complete the

physical activity training on Jan 4th, 2024. Each post should include what you did and how you felt pre and post exercise.

B. Training Support Partner. – from December 22nd, 2024 until you complete your event on January 4th, 2024, (20 points) You will be required to support a partner through this exercise experience by posting on your training log thread a response to their post, or comments, thoughts about how they are doing on their training.

Your exercise partner will be assigned on December 22nd based on similarity in goals (when possible) so you can start the training logs. **If you have someone in class, you want to have as your partner please put their name in your goal assignment and let me know you want them to be your partner.**

You need to post every day, both your training log and a response to your partner. Even if you don't train, you need to post that you did not train.

Physical Activity Paper – 100 points

Due January 6, 2024

(100 points)

Paper Components

E. Write a paper explaining your experience. The paper must include information on the following (100 points)

i. Write an introduction section explaining your program goal, the rationale for this goal, the factors involved in your decision to work towards this goal and if you achieved your goal– relate this section back to the goal setting assignment.

ii. Reflect on training and competing in the event. What was easy about training, what was hard about training? What challenges did you face? Did you meet your goals?

iii. Interpret your experience via the exercise psychology literature. You must discuss your experience in relation to at least four theories (covered in UNITS 4-9) in exercise psychology. **Make sure you explain the entire theory and how it connected to your experience. You cannot use theory of reasoned action and theory of planned behavior as two separate theories as they are too similar.**

iv. Relate your experience to at least three topics from class (covered in UNITS 14-20). Make sure you explain the topic and its connection to the field of exercise psychology and how it connected to your unique experience.

v. Conclude the paper by discussing the overall experience emphasizing what you learned from this process.

UNITS

There are 20 units in the class. Each Unit covers one main concept in the field of exercise psychology. The units are chunked per week based on their overall theme.

WEEK 1 - Section 1: The Basics & Theories Due December 22	
Unit 1	What is Exercise Psychology
Unit 2	Goal Setting – Goal Setting Assignment Due Dec 21
Unit 3	Biomedical Model Versus Biopsychosocial Model
Unit 4	Expectancy Value - Theory of Reasoned Action & Theory of Planned Behavior
Unit 5	Expectancy Value - Social Cognitive Theory & Self Efficacy
Unit 6	Expectancy Value - Self-Determination Theory
Unit 7	Stimulus Response Theory – Operant Conditioning
Unit 8	Models – Transtheoretical Model
Unit 9	Models – Social Ecological Model
Week 2 Section 3: Interventions – Due December 29	
Unit 10	Physical activity Interventions – Informational
Unit 11	Physical activity Interventions – Behavioral
Unit 12	Physical activity Interventions – Social Interventions
Unit 13	Physical activity Interventions - Environmental & Policy Approaches
Unit 14	Social Support – Peers and Family
Unit 15	Social Support – Exercise Group Leaders
Unit 16	Body Image & Fitness Inspiration #fitspo
Week 3 Influences & The mind – Due January 5	
Unit 17	Exercise and Cognition – Children
Unit 18	Exercise and Cognition – Older Adults
Unit 19	Exercise and Mental Health – Anxiety
Unit 20	Exercise and Mental Health – Depression

DUE DATES FOR THE COURSE

Due to the accelerated nature of this class all assignments will be due at 5:00pm Central Time on the day they are due. Late assignments will not be accepted unless there are extenuating circumstances and you discuss it with the instructor ahead of time.

	Due Dates (all due at 5:00pm on the due date)
Week 1: All week one quizzes and Assignment 1	December 22
Goal Setting Assignment	December 21

Training Log Begins	December 22
Training Support Partner Discussion Board Begins	December 22
Week 2: All week 2 quizzes and Assignment 2	December 29
Final training support partner entry	January 4
Week 3: All week 3 quizzes and Assignment 3	January 5
Physical Activity Paper	January 6

Course Information

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Online class behavior

For a comprehensive guide to the expectations of all students in this course, both in zoom meetings, and online through blackboard see the ESP Handbook.

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course and University policies

Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with university policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Turnitin

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#).

AI

“Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE’s academic policy and is prohibited.”

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2023)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:

<https://www.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, SIUE will only require masking in campus healthcare settings. See, <https://www.siu.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings when masking is required may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).
- Students who refuse to wear a face covering when masking is required will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.
- If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss

potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

Students and employees are expected to review the [siue.edu/coronavirus](https://www.siue.edu/coronavirus) website (<https://www.siue.edu/about/announcements/coronavirus/>) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
 - o Fever (100.4 degrees or above) or chills
 - o Cough
 - o Shortness of breath or difficulty breathing
 - o Fatigue
 - o Muscle or body aches
 - o Headache
 - o New loss of taste or smell
 - o Sore throat
 - o Congestion or runny nose
 - o Nausea or vomiting
 - o Diarrhea

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, ect.). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Additional Support

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)

- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

This syllabus, and all course-related materials, are the intellectual property of Dr. Lindsay Ross-Stewart and/or SIUE. Students who give or sell this syllabus or course-related materials, without the written permission of Dr. Lindsay Ross-Stewart to any outside agency or person who is not currently enrolled in this class or at SIUE, will be in violation of the University's code of conduct and may be subject to disciplinary action, including but not limited to, immediate removal from the class.

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