



Syllabus for KIN 310  
Exercise Psychology ASYNCHRONOUS  
Department of Applied Health  
Winter 2025/2026  
Dec 15, 2025 - Jan 4, 2026

### **About the Instructor**

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Virtual Office Hours: By Appointment

### **Join Zoom Meeting**

<https://siue.zoom.us/j/2447416293?pwd=ajFyeGxoam1xM1Z0RFdQNlk4K3ladz09>

**Meeting ID: 244 741 6293**

**Password: 207629**

### **COURSE DESCRIPTION**

**This is an Asynchronous course which means all content will be on the 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 with 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 is 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 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 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)
Week 1: Assignment 1 due December 19, 2025
Week 2: Assignment 2 due December 26, 2025
Week 3: Assignment 3 due January 2, 2026

**Every Friday at 5:00pm you have an assignment due. Each assignment consists of short answer questions based on the weekly units and can be found in the weekly folder, along with the turn it in link to submit your assignment.**

### **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 18<sup>th</sup> - Dec 30<sup>th</sup>, and then train every day to meet your goals.

From December 18<sup>th</sup> - Dec 30, 2025 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. Exercising as you learn about the psychology of exercise will help you connect to content and learn it, not just for this class but for the future. 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 which includes a spot to say what PA activity you picked. Submit it via the Turn it in link on the coursework page on blackboard **(10 points). DUE: December 17<sup>th</sup> at 5:00pm**
3. On December 18<sup>th</sup> no later than 9:00am you will see your training log on the discussion board. It will be named after you and your training partner(s). **This is where you enter information for the training log and support partner components of the assignment.**

**A. Training Log – from December 19<sup>th</sup> until you complete your event on December 30<sup>th</sup>, 2025, (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 18<sup>th</sup> until you complete the physical activity training on December 30<sup>th</sup>. Each post should include what you did and how you felt pre and post exercise.

**B. Training Support Partner. – from December 18<sup>th</sup> until you complete your event on December 30<sup>th</sup>, 2025, (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 18<sup>th</sup> 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 3rd, 2026**

**(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 the 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 is 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.

<b>WEEK 1 - Section 1: The Basics &amp; Theories Due December 20</b>	
Unit 1	What is Exercise Psychology
Unit 2	Goal Setting – <b>Goal Setting Assignment Due Dec 19</b>
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
<b>Week 2 Section 3: Interventions – Due December 27</b>	
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
<b>Week 3 Influences &amp; The mind – Due January 3</b>	
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)
Goal Setting Assignment	December 17
Training Log Begins	December 18
Training Support Partner Discussion Board Begins	December 18
Week 1: Assignment 1	December 19
Week 2: Assignment 2	December 26
Final training support partner entry	December 30
Week 3: Assignment 3	January 2
Physical Activity Paper	January 3

## 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.

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

## University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- *Diversity and Inclusion*
- *Pregnancy and Newly Parenting Policy*
- *Services for Students Needing Accommodations (ACCESS)*
- *Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)*
- *Cougar Care*
- *Student Success Coaches*

### ***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 on 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.

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.