



Syllabus for KIN 310

Exercise Psychology ASYNCHRONOUS

Department of Applied Health

Winter 2022

Dec 19, 2022 – Jan 6, 2023

### **About the Instructor**

Name: Dr. Lindsay Ross-Stewart

Phone: (618) 650-2410

Email: [lrossst@siue.edu](mailto:lrossst@siue.edu)

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 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 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 23
Week 2: Assignment 2 due December 30
Week 3: Assignment 3 due January 6

**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 23rd - Jan 5th, and then train every day to meet your goals.

From Dec 23<sup>th</sup> until Jan 5<sup>th</sup>, 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 22<sup>nd</sup> at 5:00pm**
3. On December 23<sup>rd</sup> 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 23<sup>rd</sup>, 2022 until you complete your event on January 5th, 2023, (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 23<sup>rd</sup> until you complete the

physical activity training on Jan 5th, 2023. Each post should include what you did and how you felt pre and post exercise.

**B. Training Support Partner. – from December 23<sup>rd</sup>, 2022 until you complete your event on January 5<sup>th</sup>, 2023, (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 23<sup>rd</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 8, 2023**

**(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 rational 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.

<b>WEEK 1 - Section 1: The Basics &amp; Theories Due December 23</b>	
Unit 1	What is Exercise Psychology
Unit 2	Goal Setting – <b>Goal Setting Assignment Due Dec 22</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 30</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 6</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)
Week 1: All week one quizzes and Assignment 1	December 23
Goal Setting Assignment	December 22

Training Log Begins	December 23
Training Support Partner Discussion Board Begins	December 23
Week 2: All week 2 quizzes and Assignment 2	December 30
Final training support partner entry	January 5
Week 3: All week 3 quizzes and Assignment 3	January 6
Physical Activity Paper	January 8

### ***COVID-19 Pandemic Policies Related to Classroom Instruction (Winter 2022)***

#### **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.siue.edu/policies/Covid.shtml>

#### **Classrooms, Labs, Studios, and Other Academic Spaces**

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering 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 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 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](mailto:myaccess@siue.edu)).

### **General Health Measures**

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at [cougarcare@siue.edu](mailto:cougarcare@siue.edu) or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

### **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 changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

### ***Services for Students Needing Accommodations***

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto: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.

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### ***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](mailto:jball@siue.edu).

There is also an online form for reporting bias incidents at [https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout\\_id=10](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.

### ***Student Success Coaches***

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

### ***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](http://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](mailto: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

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