

**EASTERN ILLINOIS UNIVERSITY**  
**Kinesiology and Sport Studies Department**  
**Fall 2013**  
**KSS 3720 – Exercise Psychology Section 001**

**COURSE INSTRUCTOR**

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**COURSE INFORMATION**

KSS 3720 (2 Credit Hours) Fall 2013  
Mondays and Wednesdays 12:00 – 12:50pm Lantz Rec Center 2710

**COURSE MATERIALS**

REQUIRED: Lox, C., Martin Ginis, K., & Petruzzello, S. (2010). *The psychology of exercise: Integrating theory and practice* (3<sup>rd</sup> ed.). Scottsdale, AZ: Holcomb Hathaway Publishers.

**COURSE WEBPAGE (D2L)**

All relevant course information will be available through D2L. If you have not accessed D2L before, go to the EIU homepage and click on the D2L link. Instructions are given for accessing and using your password and username on the D2L page. The course webpage contains this syllabus in its most current form, course grades, and other noteworthy information for the course. All assignments will be submitted via D2L by 5:00 pm on the due date (see course calendar for assignment due dates). Late assignments will not be accepted.

**COURSE DESCRIPTION**

This course is designed to provide students with an understanding of the psychological factors related to participation in physical activity. Students will be exposed to the psychological predictors of exercise initiation and adherence, the effect of physical activity participation on mental well-being, negative factors associated with physical activity (i.e., dependence, steroid use), and intervention techniques to enhance the overall physical activity experience.

**COURSE PURPOSE AND LEARNING OBJECTIVES**

The aim of this course is to provide you a solid knowledge base and practical experience in the major psychosocial theories and concepts in the physical activity domain. Please see below for a general description of the core learning objectives. The learning objectives may be obtained through reading and studying the textbook, through satisfactory completion of assignments, assessments, and by attention to and participation in classroom lectures, presentations, discussions, and projects. It is strongly recommended that you use these learning objectives as 1)

a study guide for the scheduled examinations and 2) a yardstick to measure your progress in this course.

<b>Student Learning Objectives</b>	<b>Assessments</b>
At the end of the course, students will:	
1. Evaluate the main psychological predictors of physical activity participants	<ul style="list-style-type: none"> <li>▪ Exams</li> <li>▪ Various in-class activities</li> <li>▪ Behavior change</li> </ul>
2. Analyze the effect of participation in physical activity on mental well-being	<ul style="list-style-type: none"> <li>▪ Exams</li> <li>▪ Various in-class activities</li> <li>▪ Behavior change</li> </ul>
3. Examine the psychological techniques that increase adherence of physical activity participants	<ul style="list-style-type: none"> <li>▪ Exams</li> <li>▪ Various in-class activities</li> <li>▪ Behavior change</li> </ul>
4. Evaluate the antecedents and consequences of body image concerns, and exercise dependence	<ul style="list-style-type: none"> <li>▪ Exams</li> <li>▪ Various in-class activities</li> </ul>
5. Outline the diagnostic characteristics of clinical problems related to physical activity	<ul style="list-style-type: none"> <li>▪ Exams</li> <li>▪ Various in-class activities</li> <li>▪ Group project</li> </ul>
6. Evaluate the individual and environmental correlates of physical activity	<ul style="list-style-type: none"> <li>▪ Exams</li> <li>▪ Various in-class activities</li> <li>▪ Behavior change</li> </ul>
7. Analyze the effectiveness of community interventions attempting to increase exercise participation	<ul style="list-style-type: none"> <li>▪ Exams</li> <li>▪ Various in-class activities</li> <li>▪ Group project</li> </ul>
8. Develop self-awareness of students own physical activity patterns	<ul style="list-style-type: none"> <li>▪ Various in-class activities</li> <li>▪ Behavior change</li> </ul>

### **ASSESSMENT OF LEARNING OBJECTIVES**

Grades are computed based on satisfactory completion of the course requirements. Unexcused absences and late assignments will lower your grade. Grades may be raised based upon your ability to contribute to class discussions and group activities. Below is a breakdown of the grading and the grading scale.

Examinations (3 exams @ 50 points each)	150 points
Final Exam	75 points
Attendance/Participation/In-class Activities	75 points
Behavior Change	100 points
Group Presentation/Workshop	100 points

A = Above 90%

C = 70 – 79%

F = Below 60%

B = 80 – 89%

D = 60 – 69%

*Exams.* During the semester, students will demonstrate their mastery of content on three unit exams and one comprehensive final based on the material covered in the readings and in class. Each assessment will consist of 25-35 multiple-choice items and several short-answer questions pertaining to a case study. Exams will be taken on D2L and are to be completed without assistance from anyone else.

Students will be provided a 24 hour window of time in which to access and take the exam: exams will become available on D2L at 1pm (after class) and will close and no longer be available at 12:59pm the following day. Students will be expected to complete the exams online in one sitting. Students will be required to complete the exams within a specified time limit (50 minutes, the same amount of time as one class period). The time limit will be intentionally short to encourage students to read the chapter and study carefully before attempting the exam. Although students will be allowed to use their textbooks and lecture notes when taking the exam, there will not be a sufficient amount of time to search for answers on the fly.

Make-up exams will be offered only to those who have a university excused absence and obtain permission from the instructor. Arrangements to take a missed exam **MUST** be made within two days after the exam is given.

*Exam Wrappers.* Following each exam, you will be asked to complete an exam wrapper. This activity is designed to give you a chance to reflect on your exam performance and, more important, on the effectiveness of your exam preparation. Your responses will be collected to inform the instructor regarding students' experiences surrounding each exam and how I can better support your learning. If you wish to discuss specific questions from the exam with your instructor, an exam wrapper **MUST** have been completed.

*Final Exam.* There will be a comprehensive final exam given during the scheduled day/time during final's week. The structure of the final exam will be similar to the unit exams (45-60 multiple choice items and several short-answer questions pertaining to a case study), however the final exam will be taken in the classroom and **NOT** via D2L and you will have the full two hours provided to complete the exam.

*In-class Activities.* Active participation in this course is required. Individual and group activities will frequently be done in class, and you are expected to participate in order to receive points. Students are expected to come to class prepared and to have completed the assigned reading. Some in-class activities will consist of short reading quizzes given at the beginning of the class period on the reading that is due that given day.

*Behavior Change.*

*Proposal:* You will identify a health-related behavior you wish to change and will spend eight weeks this semester working to change it. Before you begin your behavior change, you will identify the particular behavior to be changed and monitor it for **ONE** week without attempting any change (e.g., write down when/where and how many cups of water you drink every day). You must then submit a one page Behavior Change Proposal to your instructor that includes what behavior you are attempting to change, what your baseline behavior is, what end result/goal

you are trying to achieve, and how you plan to change your behavior. A calendar/schedule should be included if applicable.

*Final Project:* The final portion of this project will be a 5-8 page paper (not including title, reference, or appendices in APA format: double-spaced Times New Roman 12 point font, 1 inch margins) analyzing your experience and incorporating relevant class material/information. Your paper should include details regarding your original goals and motivation, a synopsis of your process of change (specific successes, failures, barriers, etc.), and an analysis incorporating course materials throughout. Your analysis should include at least one detailed application of behavior change theories covered in class. You should include your references and a copy of your calendar of your behavior should be included as an appendix (marked with days of successes/failures/minutes, etc.) if applicable.

*Group Project.* Students will be assigned to a group and will identify a population and a problem faced or relevant topic to the selected population. Students will then create a brief (10-15 minute) presentation or workshop over a topic and will present the material to the class as if students are conducting a group workshop or intervention to a specific population of athletes/performers/exercisers. Presentations should include *AT LEAST ONE* hands-on activity/component and handouts should be provided.

Check with your instructor to receive approval for your topic before you begin. Possible topics may include:

- Helping personal trainers increase their clients' exercise adherence
- Motivating a group of overweight individuals to begin/increase exercise
- Educating individuals with depression/anxiety, etc. on the benefits of exercise
- Assisting gym managers or fitness instructors structure group fitness classes to increase group cohesion and reduce drop out

A minimum of one week in advance, you will need to provide your instructor with: an outline of your workshop/presentation, a copy of your ppt/prezi slides (if applicable), and a copy of your handouts and any other materials that will be distributed.

**\*\*Note:** Rubrics for specific assignments will be distributed in class and via D2L well in advance.\*\*

## **COURSE POLICIES AND STATEMENTS**

### **COURSE EXPECTATIONS**

*Workload Policy.* This class is a 2 credit course. The university defines this as 2 contact hours plus 4 additional hours of work outside of class per week for a student to achieve an average grade in the course. Respectively, your instructor has allocated 4 hours of material (including weekly readings and assignments) to be covered by you outside of class per week. So please plan accordingly!

*Weekly Preparation.* Before each class meeting, you are expected to have 1) read the assigned readings and 2) completed any class or homework assignments.

*Attendance.* Due to the interactive style of this course, attendance in this class will greatly influence your participation grade. If you must be absent from class, I expect that you will be courteous and call or e-mail me before class (when possible) to inform me of your impending absence. Attendance (or the lack of it) will be seriously considered when assessing final grades. Absences due to illness, funerals, university-sanctioned events and religious holidays will be excused with proper documentation or notification. Sick roommates, car trouble, long weekends at the beach, although good reasons, will NOT be considered excused. Class attendance is an important indicator of your commitment and professionalism, and is critical to your success in this course.

Please note: You are allowed three unexcused absences (mental health days). For each absence beyond your third, 5% of your final grade will be deducted. Excessive lateness or leaving class early will be counted as absences.

*Class Participation.* Active participation in this course is required. Absences, lateness, leaving class early, or being off task will result in a score of zero on any class participation points for the day. Please note there will be no make-up “activities” given unless your absence is excused.

*Student Success.* Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9<sup>th</sup> Street Hall, Room 1302.

As an educator, it is my job to provide you with information and assist in the development of your ability to assess and apply the information from this class. My job is to open the door, but you as students have to walk through it. It is your responsibility to take the initiative to research, read, study, plan, prepare, think critically and ask for help if needed. I am more than willing to help you, but you must ask for assistance or guidance prior to assignment due dates or assessments and before the end of the semester! Together, as a class, we can be successful.

## COMMUNICATION

*Office Hours.* My regular office hours are Mondays 1 – 4pm, Tuesdays and Wednesdays 9:30 – 11:30am. Other meeting times can be arranged by appointment. You are invited and strongly encouraged to make use of these office hours and appointments. If at any time during the course you need help or special consideration regarding any subject, please do not hesitate to speak with me.

*E-mail.* It is imperative that you learn to use e-mail, the Internet, and general computing (word-processing, graphics, and database management) as part of your college education. I will be communicating with you via e-mail from time to time, and delivering assignments and handouts by way of the course webpage. Our course webpage can be accessed using D2L.

When contacting me via e-mail, please include “KSS 3720” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “KSS

3720 – Attendance.” I will respond to e-mail requests within 48 hours during the work week (excluding holidays). I do not have email set up on my phone so do not e-mail me minutes before an exam or assignment is due and expect me to respond immediately.

## ASSIGNMENT AND HOMEWORK POLICY

Late assignments will NOT be accepted unless there is a University Approved Excuse with appropriate documentation and/or arrangements have been made with me prior to the assignment due date. It is your responsibility to contact classmates regarding any material missed.

## ACADEMIC INTEGRITY

*Academic Integrity.* Academic dishonesty will not be tolerated. Academic dishonesty includes plagiarism (e.g., using any part of another student or person’s work and claiming it is your own or not correctly referencing material, using another person’s ideas, or sharing papers), cheating on a test (e.g., using notes, looking at another’s work), falsifying academic records, misrepresenting facts, lying (e.g., saying you completed the paper in time when you did not, not being truthful if confronted about any dishonest act), any act designed to give an unfair advantage to the student (such as but not limited to, submission of the same written assignment for two courses without the prior permission of the instructor), and/or any attempt to commit such an act. Students (all parties involved – i.e., the paper copier and lender of the paper) suspected of academic dishonesty will be immediately and directly referred to necessary parties for investigation as noted in the University’s Code of Student Conduct. All parties will immediately earn a zero on the assignment/assessment in question. In addition, depending on the extent or severity of the academic students found guilty may be formally charged, receive a grade of F for the course, and/or dismissed from the University.

Upon enrollment at Eastern Illinois University, every student is held to the standards of conduct contained in the code and is expected to become familiar with the code:

<http://eiu.edu/judicial/studentconductcode.php>

*Conduct and Civility in the Classroom.* Students are expected to behave professionally and respectfully during class meetings. This includes: turning off and putting away cell phones, having loud side conversations, or otherwise distracting the instructor or classmates. Students who are not behaving appropriately during class will be asked to stop their behavior or leave the classroom, which result in an absence. It is expected that any discussion in this class take place in a civil tone and manner while always respecting the rights and opinions of others. All communication via phone, e-mail, or in class with the instructor and/or classmates should be professional and respectful.

## ACCOMMODATING STUDENT DISABILITIES

Any student who, because of a disability as addressed by the Americans Disability Act, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements.

In conjunction with the overall mission of Eastern Illinois University, the Office of Disability Services (ODS) is committed to facilitating the provision of equal access and opportunity to all

campus programs and services for students with disabilities. Through collaboration and support of the entire campus community, ODS promotes universally accessible design principles, so that everyone has access to university life.

**\*\*Note: This syllabus is a guide for the course and is subject to change with notice.\*\***

## COURSE CALENDAR

Week	Date	Topics	Assignments
1	8/19	Course introduction	Get your books and start reading!
	8/21	Ch 1: Introduction to Exercise Psychology	
2	8/26	Ch 2: Physical Activity Epidemiology	
	8/28	Ch 3: Theory of Reasoned Action/Planned Behavior	
3	9/2	<b>LABOR DAY – NO CLASS</b>	
	9/4	Ch 3: Expectancy-Value Theories and Self-Determination Theory	<i>Group Projects Assigned</i>
4	9/9	Ch 3: Self-Efficacy Theory	
	9/11	Ch 4: Stimulus-Response Theory	<i>Behavior Change Proposal Due</i>
5	9/16	Ch 4: Integrative Approaches	
	9/18	Review for Exam 1	<b>EXAM 1</b> Exam open 9/18 1pm – 9/19 12:59pm
6	9/23	Ch 7: Personality and Exercise	
	9/25	Ch 8: Self-Concept, Self-Esteem, and Exercise	
7	9/30	Ch 9: Body Image and Exercise	
	10/2	<b>STUDENT WORK DAY – Get with your group and work on your projects!!!</b>	
8	10/7	Ch 9: Body Image and Exercise continued (no new reading)	
	10/9	Ch 10: Stress, Stress Reactivity, and Exercise	
9	10/14	Ch 11: Anxiety and Exercise	
	10/16	Review for Exam 2	<b>EXAM 2</b> Exam open 10/16 1pm – 10/17 11:59pm
10	10/21	Ch 12: Depression and Exercise	
	10/23	Ch 13: Emotional Well-Being and Exercise	
11	10/28	Ch 14: Cognitive Function and Exercise	
	10/30	Ch 15: Health-Related QoL and Exercise	
12	11/4	Outside Reading: Injury and Pain	
	11/6	Review for Exam 3	<b>EXAM 3</b> Exam open 11/6 1pm – 11/7 12:59pm
13	11/11	Ch 5: Social Influences on Exercise	



	11/13	Ch 6: Physical Activity Interventions	
14	11/18	Ch 6: Physical Activity Interventions continued (no new reading)	<i>Behavior Change Final Project Due</i>
	11/20	Group Presentations	
15	11/25 – 11/29	<b>THANKSGIVING BREAK – NO CLASS</b>	
16	12/2	Group Presentations	
	12/4	Group Presentations	
17	12/09 – 12/12		<b>FINAL EXAM 12/11 12:30 – 2:30</b>

Note: The course calendar may be modified at any time.