

**University of North Texas**  
**Department of Kinesiology, Health Promotion, and Recreation**  
KINE/HLTH/PSYC 5131: Health & Exercise Psychology  
Spring Semester, 2010  
5:00 – 6:20 PM  
Room PEB 220

Instructor: Scott Martin, Ph.D.  
Office Phone: 565-3418  
Office: PEB 210F  
Office Hours: MTWR 12:30-1:30 PM or by appointment  
Web Page: <http://faculty.coe.unt.edu/scott-martin/>  
E-mail: [Scott.Martin@unt.edu](mailto:Scott.Martin@unt.edu)

**American with Disabilities Compliance**

academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at [www.unt.edu/oda](http://www.unt.edu/oda), and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323. The designated liaison for the department is Dr. Chwee Lye Chng, Physical Education Building, Room 209, 565-2651.

**Family Educational Rights and Privacy Act (FERPA) Information**

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. The instructor, under the reasonable assumption guidelines, assumes 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 your being identified by other students or faculty members.

**Academic Dishonesty**

Cheating will not be tolerated in the class. You are not to receive information from another student or give information to another student during a test or quiz. You are to use only your memory during examinations. Students caught cheating during an examination or quiz 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.

**Course Description**

3 credit hours. The purpose of this course is to introduce students to health, leisure, and exercise behavior change strategies and provide knowledge and skills necessary to improve the initiation and adherence of lifetime health and physical activity behaviors among individuals and groups. This course offers 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. Prerequisite(s): a course in Sport and Exercise Psychology or consent of department.

**Learner Objectives**

1. Identify and discuss the predominant models of health and exercise behavior. Understand the principles of behavior change from various theoretical perspectives and compare and contrast the strengths and weaknesses of different theories.
2. Develop sophisticated insight into significant contemporary issues by defining and discussing determinants of exercise behavior in sport, leisure, and exercise settings.
3. Identify and discuss the effects of participating in physical activity on psychological development, health, and well-being.
4. Become acquainted with procedures, designs, methods, and analytical techniques appropriate to the health and exercise psychology field.
5. Discuss and evaluate current health promotion ideologies and how they influence exercise behavior change strategies and interventions.
6. Discuss future directions in the study of lifetime fitness and leisure behavior.
7. Be able to take health and exercise psychology theory into practice.

**Required Textbook**

Acevedo, E. O., & Ekkekakis, P. (2006). *Psychobiology of physical activity*. Champaign, IL: Human Kinetics.

Buckworth, J., & Dishman, R. (2002). *Exercise psychology*. Champaign, IL: Human Kinetics.

### Supplemental Textbooks

American Psychological Association (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington: American Psychological Association.

Anshel, M. (2005). *Applied exercise psychology: A practitioner's guide to improving client health and fitness*. New York: Springer Publishing

Biddle, S. J. H., & Mutrie, N. (2007). *Psychology of physical activity*. Determinants, well-being and interventions. New York: Routledge.

Carron, A. V., Hausenblas, H. A., & Estabrooks, P. A. (2003). *The psychology of physical activity*. New York: McGraw-Hill.

Lox, C., Martin Ginis, K. A., & Petruzzello (2006). *The psychology of exercise. Integrating theory and practice* (2<sup>nd</sup> Edition). Scottsdale, AZ: Holcomb Hathaway.

### Course Topics

Foundations of Health and Exercise Psychology  
 Basic Concepts in Health and Exercise Psychology  
 Behavioral Neuroscience  
 Stress and Physical Activity  
 Anxiety and Physical Activity  
 Physical Activity and Affect, Mood, and Emotion  
 Depression and Physical Activity  
 Self-Esteem and Physical Activity  
 Sleep and Physical Activity  
 Determinants of Physical Activity  
 Theories of Behavior Change  
 Interventions to Change Physical Activity Behavior  
 Perceived Exertion

### Grade Criteria

	Points	Percentage
Exam 1 (Mid-term): Chapters 1 – 7	50	20%
Exam 2 (Final): Chapters 8 - 13	50	20%
Weekly Assignments: Internet links, Research Participation, Data Collection, Video Review, Participant Observation, etc.	50	20%
Project 1: Library Assignment Research critique	50	20%
Project 2: Intervention Paper and Presentation	50	20%
<b>Totals</b>	<b>250</b>	<b>100%</b>

**Attendance**

Attendance is defined as being in attendance the complete class period. You will be allowed ONE absence during the semester for any reason. This absence DOES NOT include exam days. Following the FIRST absence ("freebies"), 5 points will be deducted from the final grade for each additional absence. In the event that you are scheduled to take part in an official University function on the date of the exam, please contact me at once in order to schedule a make-up test session. If you need to speak with me and have a conflict with my office hours, I will be happy to make an appointment at a time that is convenient for us both.

**Grade Criteria**

There are 2 exams that contribute to 40% of your final grade. You are required to take both exams. No late papers will be accepted. It is your responsibility to read the chapters and notes prior to attending the class pertaining to that chapter(s). Actively involving yourself in class discussions can help improve your understanding of the topics covered and your grade. Should you have any questions regarding project assignments, grading, exam results, etc., it is YOUR RESPONSIBILITY to see me well in advance of due dates. I will be happy to discuss any of the above with you.

**Cellular Phones and Other Electronic Devices**

Cellular phones and other electronic devices can be distracting if used inappropriately. During regularly scheduled classes turn cell phones to vibrate or turn off and iPods, computers, and other electronic devices should be placed in your backpack or under your desk. During quizzes, test, or other examination activities cell phones and other electronic devices must be turned off and stored in your backpack, under your desk, or in the front of the classroom. Failure to follow these instructions will result in you: (a) being asked to leave the classroom, and/or (b) receiving a "zero" on the activity (test, etc.) of the day.

**Grading Scale**

- A (90% to 100%)
- B (80% to 89%)
- C (70% to 79%)
- D (60% to 69%)
- F (< 59%)

## Exams

Exams may include true/false, matching, multiple choice, and short answer/essay questions covering class material (chapters, articles, in-class assignments, and class presentations). The following are examples of possible questions on the exams.

### True or False

- \_\_\_\_\_ 1. Effect size is the magnitude of the outcome of an experimental manipulation, usually expressed as a standard score.

### Matching

a. Efficacy b. Effectiveness c. Sensitivity d. Specificity

- \_\_\_\_\_ 2. The ability of an intervention or method to do what it is intended to do.  
\_\_\_\_\_ 3. The ability of a test to discriminate.  
\_\_\_\_\_ 4. The ability of an intervention or method to work in other settings, or its level of ecological validity.  
\_\_\_\_\_ 5. The ability of a test to detect a disease or attribute.

### Multiple Choice

6. When subjects are identified and classified as to exposure and outcome at the same point in time, these types of studies are called
- a. case control studies
  - b. prevalence studies
  - c. randomized studies
  - d. All of the above

### Short Answer/Essay

7. Explain the difference between the “Halo effect” and the “Hawthorne effect”.

**Weekly Assignments: Internet links, Research Participation, Data Collection, Interviews, Video Reviews, Participant Observations and/or Paper**

Activities will be assigned throughout the semester to students to provide an opportunity to learn more about the leading health indicators such as physical activity, overweight and obesity, and mental health (USDHHS, 2010). The assignments will be discussed in more detail during class.

<b>Activities and Assignments</b>	<b>Points</b>	<b>Your Points</b>
1. Histories Philosophies Presentation	5	
2. Complete IAT and Project OPUS Web Surveys	5	
3. What's Your Brain Got to do With It?	5	
4. Effects of Stress on the Body and Daily Stress Journal	5	
5. Weight Friendly Facility Evaluation and POMS	5	
6. Personal Health and Physical Interview and Evaluation	5	
7. Wear Empathy Suit into Recreation Facility & Group Discussion	5	
8. Interview a Exercise Psychology Professional	5	
9. Video Review	5	
10. Exercise and Behavior Change Interview	5	
<b>Total</b>	<b>50</b>	

## Project 1: Library Assignment - Research Article Critiques

The purpose of Project 1 is to provide you an opportunity to read and interpret health and exercise psychology research. It involves two annotations/evaluations and a summary comparison/contrast paper worth 50 points.

### Instructions

1.) Select one of the following topics and make a commitment to become more knowledgeable about that topic.

- Stress and Physical Activity
- Anxiety and Physical Activity
- Physical Activity and Affect, Mood, and Emotion
- Depression and Physical Activity
- Self-Esteem and Physical Activity
- Sleep and Physical Activity
- Determinants of Physical Activity
- Theories of Behavior Change
- Interventions to Change Physical Activity Behavior
- Perceived Exertion

2.) Go beyond the textbooks in developing a study of studies on what has been accomplished in researching your chosen topic. A study of studies consists of abstracting 2 recent articles (i.e., within the last 5 years) on your topic from such journals as the *Medicine and Science in Sport and Exercise*, *Journal of Sport and Exercise Psychology*, *Research Quarterly for Exercise and Sport*, or *Pediatric Exercise Science*. The Sport Discus, PsycInfo., and Medline are valuable guides to the current literature you will need.

3.) Read the journal articles carefully. Several readings of the articles may be required to fully understand the information discussed. Use the Article Evaluation Form provided to examine the article and use the Journal Abstract Data Sheet to write-up your evaluation. While reading over the articles, note the rationale for the study, purpose, methods used, results, the discussion of the results, and the implications. Unless you've had advanced statistical courses, the "Results" section may be difficult to understand, but try to understand as much as you can. Also, remember that the article's abstract and the discussion section often emphasize the major findings (e.g., read the text and look over the tables and figures).

When completing the necessary sections of the Journal Abstract Data Sheet make sure to:

- Use the *Publication manual of the American Psychological Association* (APA, 2009) format for the references.
- Write a statement of the problem or purpose of the article.
- Describe the methodology (e.g., participants in the study, instruments used, and procedures).
- Summarize the findings.

- Provide information concerning the implications and main points.
- Explain your personal evaluation of the article.

4.) Use the Summary Page to compare and contrast the findings of your two articles. In other words, what are the implications, strengths and weaknesses, etc. of both studies? You may have to draw these conclusions on your own.

The completed project should include two Article Evaluation Forms and two Journal Abstract Data Sheets (i.e., each article should be summarized using the Article Evaluation Form and the Journal Abstract Data Sheet) and 1 Summary Page. Therefore, Project 1 should be 5-pages in length. Use size 12 Times Roman font.

### Evaluation Criteria

This project is worth 20% or 50 points of your grade and will be evaluated according to the following criteria:

Criteria Weight	Points	Your Points
Project 1 - Journal Abstract Data sheets Content (e.g., purpose, methods, results, implications and conclusion)	20	
Organization, clarity and quality of writing	10	
Your Personal Evaluation based on past experience and the Journal Article Evaluation Form	10	
Summary Page	10	
<b>Total</b>	<b>50</b>	

\* Due at the beginning of the class. No late papers are accepted!

### Project 1: Article Evaluation Form

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

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

Adapted from the Handbook in Research and Evaluation, Isaac and Michael (1983)

**1. APA Reference Citation (Authors, year, title, journal, volume, and pages).**

**2. Purpose**

**3. Method**

**4. Results**

**5. Discussion and Conclusions**

**6. Personal Evaluation (Based on past experience and the Article Evaluation Form)**

## **Compare and Contrast**

### **1. Compare and contrast the two research articles**

### **2. Personal Evaluation of Project**

## Project 2: Intervention Paper and Presentation

### Paper and Presentation

Students will be expected to write and present a paper related to health and exercise psychology. You are required to distribute a copy of your paper to each member of the class one class period prior to your presentation. Presentations to the group will probably be more interesting and effective if the presenter does some *tell me, show me, and let me try it* activities. Any topic related to the health and exercise psychology will most likely be appropriate. However, check with me prior to starting your project. The paper and presentation should include background information about the target groups and past research, the intervention, and support for the intervention.

### Criteria for an "A" Paper and Presentation

1. Your paper should identify why the intervention is appropriate for the particular stage of the group.
2. Papers should include a balance between theory and practice, how to apply the theory, how to use the material and information, and a "so-what" section (i.e., why is it important).
3. Presentations should involve the class in an activity. The presentation (including introduction, activity, conclusion, etc.) should last 12 to 15 minutes. The activities can involve audio-visual aids, stimulus issues or questions, or role-playing. Please *no* reading of papers.
4. Statement of purpose for each paper and presentation should be included.
5. Clear, accurate, APA (2009) references and writing style should be followed on the papers.
6. Make your paper easy to read, use good mechanics, and clear organization of your ideas.
7. Develop research support for the intervention presented and/or each idea presented.
8. Papers must be in APA (2009) format and from 8 to 10 pages in length (including title page, references, and any tables or figures). Use 1 inch margins, 12 pt. *Times Roman* font, and double-spaced lines.
9. Current research (i.e., within the last 5 years) should be used to support statements and claims that are made in the paper. This should include research supporting practical applications of the theory, positive and negative results, and strengths and weaknesses of the research studies.
10. Limit overview of class material.
11. Your paper is due on the presentation day.

Criteria Weight (see above)	Points	Yours Points
Presentation (12 to 15 minutes) Organization, Facilitation Style, Eye Contact with Audience, etc. Class Member Evaluation	20 5	
Paper (8 to 10 pages) Organization, clarity, writing quality, title page, APA references, and format	<u>25</u>	
<b>Total</b>	<b>50</b>	

\* Due at the beginning of the class. No late papers are accepted!

University of North Texas  
**Department of Kinesiology, Health Promotion, and Recreation**  
 KINE/HLTH/PSYC 5131: Health & Exercise Psychology  
 Spring Semester, 2010  
 Tentative Schedule

<b>Month</b>	<b>Day</b>	<b>Topic and Assignment</b>
<b>January</b>	20	Course Introduction, Syllabus, WebCT/Blackboard <b>Read:</b> Chapter 1: Foundations of Exercise Psychology <b>Handout:</b> Histories Mysteries
	25	<b>Due:</b> Histories Mysteries Presentation
	27	<b>Complete:</b> IAT and Project OPUS Web Surveys Chapter 1: Matching Activity
<b>February</b>	1	<b>Due:</b> IAT and Project OPUS Web Surveys <b>Read:</b> Chapter 2: Basic Concepts in Exercise Psychology <b>Handout:</b> What's Your Brain Got to do With It?
	3	<b>Complete:</b> Chapter 2: Matching Activity What's Your Brain Got to do With It?
	8	<b>Due:</b> What's Your Brain Got to do With It? <b>Read:</b> Chapter 3: Behavioral Neuroscience <b>Discuss:</b> Project 1: Journal Article Review – Comparison/Contrast
	10	<b>Complete:</b> Chapter 3: Matching Activity Project 1: Journal Article Review – Comparison/Contrast
	15 15-17	<b>Due:</b> Project 1: Journal Article Review – Comparison/Contrast <b>Present:</b> Project 1: Informal Presentation
	22	<b>Read:</b> Chapter 4: Stress and Physical Activity Chapter 6: Anxiety <b>Handout:</b> Effects of Stress on the Body and Daily Stress Journal
	24	<b>Complete:</b> Chapter 4 & 6: Matching Activity Effects of Stress on the Body Daily Stress Journal
<b>March</b>	1	<b>Due:</b> Effects of Stress on the Body <b>Read:</b> Chapter 5: Affect, Mood, and Emotion Chapter 7: Depression <b>Handout:</b> Weight Friendly Facility Evaluation and POMS

Month	Day	Topic and Assignment
	3	<b>Complete:</b> Chapter 5: Matching Activity Chapter 7: Matching Activity Weight Friendly Facility Evaluation and Daily POMS
	8	<b>Discuss:</b> Weight Friendly Facility Evaluation and Daily POMS <b>Review:</b> Chapters 1 - 7
	10	<b>Exam:</b> Mid-term Exam (Chapters 1 – 7) <b>Handout:</b> Personal Health and Physical Activity Motivation Interview and Evaluation (Complete and discuss with another classmate)
	15-19	<b>Spring Break – No Class</b>
	22	<b>Return:</b> Exam 1 Chapters 1 - 7 and Grades <b>Due:</b> Personal Health and Physical Activity Motivation Interview and Evaluation <b>Handout:</b> Interview a Health or Exercise Psychology Professional Wear Empathy Suit into Recreation Facility
	24	<b>Complete:</b> Interview a Health or Exercise Psychology Professional Wear Empathy Suit into Recreation Facility
	29	<b>Read:</b> Chapter 8: Self-esteem and Body Image <b>Due:</b> Interview a Health or Exercise Psychology Professional <b>Discuss:</b> Empathy Suit Activity
	31	<b>Complete:</b> Chapter 8: Matching Activity Outline for Project 2 Intervention Paper and Presentation
<b>April</b>	5	<b>Read:</b> Chapter 9: Sleep <b>Discuss:</b> Project 2: Intervention Paper and Presentation <b>Handout:</b> Video Review Activity
	7	<b>Complete:</b> Chapter 9: Matching Activity Answers Video Review using the Instructional Video Evaluation Instrument
	12	<b>Read:</b> Chapter 10: Determinants of Exercise and Physical Activity <b>Handout:</b> Exercise and Behavior Change Interview
	14	<b>Complete:</b> Exercise and Behavior Change Interview

Month	Day	Topic and Assignment
	19	<b>Read:</b> Chapter 11: Theories of Behavior Change Chapter 12: Interventions to Change Physical Activity Behavior <b>Due:</b> Exercise and Behavior Change Interview Project 2 Intervention Papers
	21	<b>Complete:</b> Finalize your Project 2 Intervention Presentations Chapters 10-12 Matching Activity
	26-28	<b>Present:</b> Project 2 Interventions
May	3	<b>Read:</b> Chapter 13: Perceived Exertion <b>Complete:</b> Chapter 13: Matching Activity Student Evaluation of Teaching Effectiveness (SETE)
	5	<b>Review:</b> Chapters 8 - 13
	12	<b>Exam:</b> Final Exam (Chapters 8 - 13)