



UT PERMIAN BASIN

KINE 6323 701

Adv Exercise Psych

Fall 2022 Session 001

Delivery Method: Online

Instructor Information

Name: Dr. Wirtz, CMPC-AASP

Email: wirtz_a@utpb.edu

Phone: Please email and arrange a date/time for the instructor to contact you.

Office Location: Off-Campus

Office Hours: By arrangement via email

Course Information

Class Location: Online

Class Time: Weekly Online

Web Conference Hours

As an instructor, I do not set specific office hours as I find students need flexibility for assistance provided in the course. Students in need of assistance should email the instructor with their questions. Students can also can request to set up a date/time for a phone call, facetime, or web conference.

Course Description

Theoretical models and research related to the determinants of exercise initiation and adherence are studied. Research studies investigating the effects of exercise on mental health are also reviewed. Additional topics selected by students are covered. (Available online)

Exercise psychology is the study of the psychological processes and behaviors related to exercise adherence. The major purpose of this course is to provide fitness and exercise professionals with essential theoretical and research information related to exercise adherence. Theory and research provide practical suggestions for the design of wellness and health promotion programs in all settings - educational, corporate, and commercial.

One of the responsibilities of a professional is to help individuals adopt and adhere to exercise programs. Unless the practitioner can attract clients to exercise programs, help them maintain their participation over time and meet their individual exercise needs, and assure them of an enjoyable, beneficial experience, the practitioner will not be successful. The statistics are quite discouraging.

In a typical, supervised exercise setting, about 50% of the clients will drop out of the program within the first six months. Currently, approximately 40% of Americans are sedentary, 40% - 50% are active at levels too low and infrequent to improve or maintain physical fitness, while at most 20% exercise at the appropriate frequency, intensity and duration to meet current ACSM guidelines for fitness or reduced risk for several chronic diseases. Remember that these are averages. Individual exercise programs differ greatly in their ability to attract and maintain client participation. What makes some programs successful? Which program intervention techniques have a positive impact on client exercise behavior? Why do some people exercise and others not? What are the determinants of exercise adherence? Much of this course is designed to address these questions.

The second purpose of this course is to explore the relationship between exercise and mental health. What is the effect of exercise on psychological and emotional well-being? What exercise guidelines should a professional follow when prescribing exercise for individuals who are depressed, anxious, etc.? While considerable evidence exists supporting the view that habitual physical activity is associated with improved physical health and increased longevity, there is less evidence to advocate the idea that physical activity can serve to develop and maintain mental health. During this part of the course, we will examine existing research dealing with the influence of physical activity on mental health, as well as the potential mechanisms underlying beneficial psychological effects.

Student Learning Outcomes

- Students will demonstrate knowledge of psychological theories of exercise and rehabilitation adoption and adherence.
- Students will describe appropriate applications of psychological theories to individual and group-based exercise and rehabilitation adoption and adherence.

- Students will demonstrate knowledge of the relationship between physical activity and various mental-health states such as depression, anxiety, emotional well-being, self-esteem/self-concept, and health-related quality of life.
- Students will critically analyze published research studies related to particular topics in exercise psychology.
- Students will complete literature reviews of exercise psychology and/or rehabilitation topics.
- Students will monitor their own exercise habits by keeping a log of their actual physical activity and their self-talk and other thoughts related to that activity. Students will work with individuals of their choosing using exercise psychology concepts to change their exercise or rehabilitation behavior.
- Student will apply exercise psychology concepts to plan an exercise program or a rehabilitation program designed for a specific target population.

Required Materials

Title: Essentials of Exercise and Sport Psychology

Subtitle: An Open Access Textbook

Link: <https://kinesiologybooks.org/index.php/stork/catalog/book/10>

Other:: This is the most current information on exercise psychology and free for use.

Recommended Materials

Title: Publication Manual of the American Psychological Association

ISBN: 9781433832161

Authors: American Psychological Association

Publisher: American Psychological Association (APA)

Publication Date: 2019-10-01

Important Academic Dates

UTPB [Academic Calendar](#)

Graded Material

Course Activity	Points
Essay Exams (total of 8)	50 pts. each
Assignments (total of 8 - module one has split projects/scores)	40 pts. each
Discussions (total of 7)	30 pts. each
Application Assignments (total of 8)	20 pts. each
Final Self-Evaluation (total of 1)	60 pts. each
TOTAL	1150

Grading Scale

Grades will be determined by the total points accumulated in each of the above areas. The grading scale will be based on the number of total points earned as follows:

- A 90-100%
- B 80-89.99%
- C 70-79.99%
- F Below 70%

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

The UTPB Police Department at 432-552-2786

The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.

The Dean of Students at 432-552-2600

Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

“Scholastic Dishonesty” is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz,

or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at:

<https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. (Utpb.campus.eab.com) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled

days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

Distance Education Policy

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSCOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication maybe:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Authentication

Students will be required to complete an authentication assignment with photo submission during week one of the course.

Communication, Grading, Feedback

Communication

Students in need of assistance can email the instructor with their questions, usually receiving a response within 48 hours. Students can also request to set up a date/time for a phone call, facetime, or web conference. If you have emailed the instructor and have not received a response in 48 hours, then send another attempt as it is likely the instructor did not receive the first copy!

Grading

The instructor does not always grade homework until after the due date has passed. This allows the instructor to review most of the submitted work at one time and as needed, grade the assignment on a curve that is fair to all students. Students will normally see items graded within one week after the due date, but at minimum, all items will be graded quarterly.

Feedback

Students will receive feedback privately with their graded items and should plan to incorporate feedback for improvement in future homework. If a student has a question about homework, they should email the instructor for clarification. In addition, if a student needs insight on how to improve their grade, they should also email the instructor for assistance.

Course Policies

Course Overview and Due Dates

When the module opens each week, the instructor will post the overview, reading and homework. As students review this information, if questions arise, they should be directed to the course instructor via UTPB email.

This course is designed in modules with weekly due dates, which is specified in the course schedule. Once the homework closes, it is closed for the semester.

If extenuating circumstances arise in which students cannot complete their homework by the due date, the students should contact the instructor via email to discuss the situation. As the instructor, I want all students to be successful in the course! Rules and deadlines exist to be fair and consistent to all students, so there is no guarantee that requested arrangements can be made for individual students.

Course Communication Policy

Generally, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. When you communicate with the instructor and other students, write clear concise statements, use best practices for grammar, and be kind and considerate!

When expressing beliefs, ideas, or discussing issues raised in class, students are expected to maintain a respectful attitude towards other students. While the instructor does not anticipate the need to exercise it, the instructor reserves the right to monitor and halt discussions if and when they cease to add to the educational experience and instead become harmful.

Discussion Board

The Discussion Board is primarily for discussing course related topics and issues.

Best practices are:

- Read all message postings in online discussion.

- Respond to the question directly

- Use a person's name in the body of your message when you reply to their message.

- Avoid postings that are limited to 'I agree' or 'great idea', etc.

- Ensure responses to questions are meaningful, reflective.

- Support statements with concepts from course readings, refer to personal experience, examples.

Follow **Rules of Behavior (below)**.

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.

- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.

- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).

- Be courteous and respectful to other people on the list

- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.

- Use line breaks and paragraphs in long responses.

- Write your full name at the end of the posting.

- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of two times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Absenteeism

All the course activities have set dates to be completed and submitted. After the submission dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provide information if the student has accessed different pages of the course.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Computer Skills, Technical & Software Requirements

This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses. Students will need to access YouTube and other web materials, as well as create word processing documents, presentation software, audio submission, save files, submit files as part of the homework requirements. Students experiencing problems should contact their instructor for assistance.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call and leave a message with the kinesiology department at UTPB for the instructor. Your message should explain your connectivity loss and your contact information, requesting the message to be sent to the instructor so they can contact you.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g., virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous, and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support for you, the students.

Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

Disclaimer & Rights and Copyright Statement

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Course Schedule

Date	Module	Due Date
08/29 - 9/11	Module 1 Introduction to Exercise Psychology	9/4 and 9/11 (see course summary in canvas course)
9/12 - 9/25	Module 2 Physical Activity Epidemiology	9/18 and 9/25 (see course summary in canvas course)
9/26 - 10/9	Module 3 Theories and Models of Exercise Behavior	10/2 and 10/9 (see course summary in canvas course)
10/10 - 10/23	Module 4 Physical Activity Interventions and Mindfulness	10/16 and 10/23 (see course summary in canvas course)

10/24 - 11/6	Module 5 Depression, Anxiety Stress and Exercise	10/30 and 11/6 (see course summary in canvas course)
11/7 - 11/20	Module 6 Emotional Well-Being, Mental Illness and Chronic Fatigue and Exercise	11/13 and 11/20 (see course summary in canvas course)
11/21 - 12/4	Module 7 Self-Concept, Self-Esteem, Body Image and Exercise	11/27 and 12/4 (see course summary in canvas course)
11/28 - 12/11	Module 8 Social Influences and Exercise	12/11 (see course summary in canvas course)
11/28 - 12/13	Module 9 Final	12/13 (see course summary in canvas course)

Sample Syllabus