

KINES 3350-090 EXERCISE PSYCHOLOGY

fall 2022

class time, location, & CREDIT HOURS

Days, Time, and Location: This is a fully online course

Credit Hours: 3

INSTRUCTOR INFORMATION

NICK GALLI, Ph.D.,
CMPC®

Associate Professor
(Lecturer)

Contact Info:

nick.galli@hsc.utah.edu
[| 801-585-9927](tel:801-585-9927)

**Office Location and
Hours:**

William Stewart
Building #101; M 10:30-
12:45, T 11:15-12:30, W
10:30-12:00

TEACHING ASSISTANT INFORMATION

Ainsley Temudo

u1404978@uemail.utah.edu

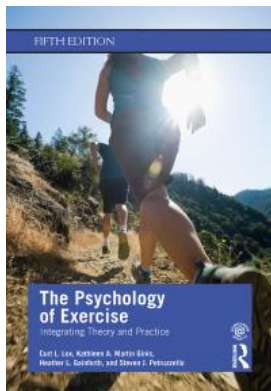
Course Description

An introduction to the many facets of exercise psychology including research and application, individual behavior change theories, the mental aspects of exercise, and the contemporary techniques utilized in exercise psychology through out the world.

PRE- or co-REQUISITES

None

REQUIRED MATERIAL



Lox, C. L., Martin Ginis, K. A., Gainforth, H. L., & Petruzzello, S. J. (2016). *The Psychology of Exercise: Integrating Theory and Practice*. Routledge.

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

- *List and explain* several theories of exercise behavior.
- *Explain* how exercise influences psychosocial outcomes.
- *Apply* exercise psychology research and theory to yourself
- *Apply* exercise psychology research and theory to solve real and hypothetical problems.

- *Create* a proposal for an evidence-based exercise intervention targeted toward a specific population.

TEACHING AND LEARNING METHODS

Reading – The required textbook and other assigned readings are meant to provide you with a foundation of knowledge so that you can successfully complete assignments.

Canvas – This class will be delivered entirely through Canvas. It is your responsibility to learn how to use the various tools available on Canvas, as well as to ensure that any computers that you use for this class possess the software required in order for Canvas to operate correctly.

Video – I will sometimes post links to video clips relevant to the course content. The purpose of videos is to bring the course to life by providing you with real-world examples and diverse perspectives on issues related to course topics.

ASSIGNMENTS

**Plan on spending an average of 3 hours per week on assignments related to this class (including reading). The weeks leading up to exams and larger assignments may require more time.*

1. Online Discussion Forums (13) : The purpose of the online discussion forums is for you to work with course material to answer questions that show your engagement with course material, as well as to interact and learn from your classmates.

A passing discussion forum meets all of the following criteria:

a. Submitted no later than 5 minutes past the deadline at 11:55 pm each Sunday night.

b. Addresses all questions.

c. Personal response shows that relevant course material was consulted in crafting your response.

d. Personal response is at least 200 words.

e. Response to a classmate is at least 100 words, and goes beyond simply agreeing or disagreeing with your classmate.

2. Exams (2): The purpose of the exams is to assess your comprehension of course material. Both exams will consist of several open-ended questions. Each question will be graded on a “pass/fail” basis. These exams will be posted on Canvas with a 2.5-hour time limit from the time the exam is opened (no “pausing” the time), and you will have one week in which to complete them. Any course material may be used as reference while completing the exam, and while you may work together, all responses should be original work. I will run every exam through the Turn-it-in plagiarism software, and any students found to have plagiarized will receive an automatic 0 on the exam. See the course outline at the end of the syllabus for exam dates.

Second Chances: Students who pass less than 7 questions on the first exam will have a chance to re-take only those questions that they missed for a chance to raise their score to a 7.

3. Exercise in My Life- This assignment aligns with Student Learning Outcomes #5 and 6, and involves your reflecting on how course material applies (or has applied) to you. Your paper should include the following sections:

a. Provide an overview of your history with exercise. What has this "relationship" been like? If it has evolved, explain how and why. What hopes do you have for your exercise over the next year? (minimum 300 words).

b. Relate your past and/or current exercise experiences with the theories you learned about in ch.'s 3 and 4. Specifically, choose either self-efficacy theory OR theory of planned behavior. From ch. 4, discuss your exercise in relation to theory and research on social support and group influences. How have your experiences been similar to and/or different from the ideas described in these chapters? (minimum 500 words)

c. Use the COM-B model to make a plan for achieving your exercise goals over the next one year. Be sure to offer specific and personal examples for each part of COM-B.

A passing Exercise in My Life assignment meets all of the following criteria:

1. Submitted no later than 5 minutes past the deadline at 11:55 pm on Sunday October 30th.

2. Minimal spelling/grammar errors.

3. Each section above is included, and word count minimums achieved.

4. Demonstrated ability to effectively relate and apply theory and the COM-B model to your own exercise past/present and future.

4. Exercise Program Proposal: This assignment assesses your ability to propose an exercise-based intervention for a population in need. You will play the role of an outside specialist bidding for your program to be chosen by management. You can direct your proposal to any *one* of the following hypothetical groups:

- **The director of the center for student wellness at a large university**
- **Administrators of a residential substance abuse treatment facility**
- **Managers of frontline healthcare workers at a community clinic**

Your proposal should contain each of the following sections:

A. Background on the unique needs/challenges facing the population in question (i.e., college students, people with substance use disorders, frontline healthcare workers). As part of this section, discuss at least five peer-reviewed studies suggesting the effectiveness of exercise to improve well-being and other outcomes in this population. The focus should be on *psychosocial* rather than *physical* benefits (minimum of 1,000 words).

B. Explain exercise behavior in this population from the perspective of two approaches described in ch.'s 3 and/or 4 of the text (minimum 500 words).

C. Provide an overview of your proposed exercise intervention. This section should demonstrate both an understanding of best practices for exercise-based interventions discussed in the text (ch.'s 5 and 6), as well as an explanation for how/why your intervention will meet the unique needs of this population as described in Section A (minimum of 1,000 words).

A passing exercise proposal assignment meets the following criteria:

-

- Submitted on Canvas no later than 5 minutes past the deadline (Friday 12/16 at 11:55 pm)
- All three sections are addressed, and minimum word counts met
- Minimal spelling/grammatical errors
- Submission includes reference (using APA style) to at least five peer-reviewed sources and the textbook as appropriate
- Submission demonstrates your ability to create an evidence-based exercise intervention for a specific population

GRADING CRITERIA

Your performance in this class is evaluated using the following criteria-

Requirement #1: Satisfactory Professionalism & Engagement- Defined as passing 10 discussion forums (*note- passing anything less than 10 forums does not satisfy this requirement*)

Requirement #2: Satisfactory Understanding- Defined as passing 16 questions across two open-ended 10-question exams (*note- passing anything less than 16 questions does not satisfy this requirement*)

Requirement #3: Satisfactory ability to apply theory and interventions to yourself- Defined as passing the Exercise in My Life assignment.

Requirement #4: Satisfactory Use of Course Information to Propose Solutions- Defined as passing the exercise program proposal assignment (see passing criteria above).

For an A:

- Fulfill all 4 of the requirements

For a B:

- Fulfill any 3 of the requirements OR fulfill requirement 4 AND requirement 1 or 2

For a C:

- Fulfill any 2 of the requirements OR fulfill one of requirements 3 or 4

For a D:

- Fulfill only requirement 1 or 2

COURSE POLICIES AND RESPONSIBILITIES

Mandatory Reporter:

Duty to Notify: As a University representative, most faculty, staff, and teaching assistants (other than professional mental health counsellors) are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students.

If you do choose to disclose instances of sexual misconduct, discrimination, or violence to me, please be aware that I am a mandatory reporter and am required by University policies to notify the appropriate Office.

Online courses require significant self-motivation. Online courses are different than on-campus courses and online learning is not ideal for everyone. Some lessons take a considerable amount of time to complete. Please note that not all modules are created equal. Some may take a bit more time than others. Some people believe this to be a much easier way to study this subject than in the on-campus frame work. Others may feel very intimidated at first. Be patient as you work your way through the first few modules. If you are serious about the material, you will learn as much as, if not more than, most on-campus students about this subject and develop reading and communication skills that are vital to the workforce of the 21st century.

- **Electronic or equipment failure**: It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.
- **Document archiving**: You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.
- **Naming conventions and software type**: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment. See assignment instructions for acceptable formats.
- **Classroom equivalency**: Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
 - Off-color language and photos are never appropriate.
 - Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
 - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA

regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

LAUREN'S PROMISE

The following statement discusses interpersonal violence that has occurred on our campus and resources available. It may evoke feelings of distress or past trauma by individuals who have experienced situations involving interpersonal violence. We wanted to acknowledge as well that this situation does not describe every victim's experience and certain communities may be at a higher risk for these experiences.

Lauren's Promise—I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on October 22nd 2018, by a man she briefly dated on the University of Utah campus. *We must all take actions to ensure that this never happens again.*

If you are in urgent need of support, call 911 and/or the Utah crisis line at 800.273.8255.

If you are experiencing interpersonal violence, sexual assault, domestic violence, and/or stalking, please report it to me and I can connect you to resources. **Here are additional sources of support and help:**

Resource	Phone #	Hours	Affiliation
McCluskey Center for Violence Prevention:	TBD	TBD	University
Center for Student Wellness, Victim Survivor Advocate:	801.581.7776	8-5	University
Office of Equal Opportunity:	801.581.8365	9-5	University
University Department of Public Safety:	801.585.2677	24 hrs	University
University of Utah Neuropsychiatric Institute	801.587.3000	24 hrs	University
Utah Domestic Violence Coalition:	800.897.5465	24 hrs	State
Rape Recovery Center 24-hour Crisis Line:	801.467.7273	24 hrs	State
Domestic Violence Link Line:	800.897.5465	24 hrs	State
Stalking Helpline:	800.621.4673	24 hrs	State
Rape Recovery Center Crisis Line:	801.467.7272	24 hrs	State

Mandatory reporters are university employees, including students in paid leadership positions, who are required to report sexual misconduct to the Office of Equal Opportunity and Affirmative Action per university regulations. Examples of mandatory reporters include:

- Professors and other faculty
- Administration and staff (non-mental health)
- Resident advisors
- Student employees
- Campus police or campus security officials
- Athletic coaches/assistants

Confidential resources are employees not required to report any identifying information regarding an incident of sexual violence to the university. Survivors of sexual misconduct can speak openly to confidential resources about their experiences without their names or extensive details about their experience being reported to the Title IX coordinator or law enforcement.

- University Counseling Center
- University Hospitals Chaplin
- Student Athlete Support Services
- Center for Student Wellness Victim Advocates
- Women's Resource Center

University Policies

COVID-19 Campus Guidelines

Important: Updated June 1, 2022 Instructional Guidelines

University leadership has urged all faculty, students, and staff to **model the vaccination, testing, and masking behaviors** we want to see in our campus community. These include: • Vaccination • Masking indoors • If unvaccinated, getting weekly asymptomatic coronavirus testing • Quarantining after exposure

Vaccination

- **Get a COVID-19 vaccination and the booster shot recommended for pairing with your vaccine** if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization, and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.
- University of Utah students are required (as of August 27, 2021) to complete a cycle of COVID-19 vaccination and booster shot with an approved vaccine, or complete an exemption form. The university provides three convenient vaccination options:
 - Attend one of the regularly scheduled [vaccine events](#) at the Student Union on campus.

- Schedule an appointment with [Student Health](#).
- Visit [My Chart](#), [Vaccine Information](#), or [CDC Vaccine.gov](#) to schedule your vaccination.

Masking

- While masks are not required outside of Health Sciences facilities, UTA buses, and campus shuttles, **CDC guidelines now call for everyone to wear face masks indoors.**
 - Check the [CDC website](#) periodically for masking updates
 - With high transmission rates in Salt Lake County, the CDC recommends: “Everyone should wear a mask in public indoor settings.”
 - Treat masks like seasonal clothing (i.e.during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).
 - In cases of classroom exposure, masks should be worn for the quarantine period (see details below).

Testing

- **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
 - Asymptomatic testing centers are open and convenient:
 - [Online scheduling](#)
 - Saliva test (no nasal swabs)
 - Free to all students returning to campus (required for students in University housing)
 - Results often within 24 hours
 - Visit [Testing and Vaccine Information](#) Campus Alert
- Remember: **Students must self-report if they test positive for COVID-19** via the [Campus Covid Response](#) webpage.

Student Mental Health Resources

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, training, and other support.
- Consider participating in a [Mental Health First Aid](#) or other [wellness-themed training](#) provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants, and department colleagues.

Students are required to self-report if they test positive for COVID-19. To report, please contact:

COVID-19 Central @ The U
 801-213-2874
coronavirus.utah.edu

Drop/Withdrawal Policies

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar](#).

Plagiarism and Cheating

It is assumed that all work submitted to your instructor is your own work. When you have used the ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

“...Includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Course Materials Copyright

The Content is made available only for your personal, noncommercial educational, and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the [Code of Student Rights and Responsibilities](#), Section III.A.5 regarding the [use and distribution of class Content](#) and materials. Section III.A.5. prohibits the following:

Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. (“Work product” means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu ([Links to an external site.](#)).

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

Wellness at the U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu

2100 Eccles Student Life Center

1836 Student Life Way

Salt Lake City, UT 84112

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

deanofstudents.utah.edu

270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide **free, confidential, and trauma-informed** support services to **students, faculty, and staff** who have experienced interpersonal violence.

To **privately** explore options and resources available to you with an advocate, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu

328 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the

full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Diverse Student Support

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student-centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black-centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development, and services that enhance family resources as well as the availability, affordability, and quality of child care for University students, faculty, and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students With Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Its mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

[\(Links to an external site.\)](#)

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English for Academic Success (EAS) Program

801-581-8047

linguistics.utah.edu

2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli (Links to an external site.)

540 Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it and those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697

dream.utah.edu

[\(Links to an external site.\)](#)

1120 Annex (Wing B)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu ([Links to an external site.](#))

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned, and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu ([Links to an external site.](#))

418 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for

students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/

studentsuccess.utah.edu/resources/student-support

Canvas Information

Canvas is the where course content, grades, and communication will reside for this course.

- Access Canvas through utah.instructure.com or through [CIS](#)
- For Canvas, Passwords, or any other computer-related technical support contact the [Campus Help Desk](#).
 - 801 581-4000
 - <http://it.utah.edu/help>
 - helpdesk@utah.edu
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
 - 801-581-6112 ext 2
 - classhelp@utah.edu

COURSE SCHEDULE

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Week #, Dates, Topic

Readings/Assignments (all discussion forums due on Sunday by 11:55 pm)

1 (8/22-8/28): Course Intro

Read: syllabus

Submit: none

Read: ch. 1

2 (8/29-9/4): Intro to Exercise Psychology

Submit: forum #1

Read: ch. 3

3 (9/5-9/11): Understanding Exercise Behavior Part 1

Submit: forum #2

Read: ch. 4

4 (9/12-9/18): Understanding Exercise Behavior Part 2

Submit: forum #3

Read: ch. 5

5 (9/19-9/25): : Interventions Part 1

Submit: forum #4

Read: ch. 6

6 (9/26-10/2): : Interventions Part 1

Submit: forum #5

Read: none

7 (10/3-10/9): EXAM 1

Submit: Exam 1 (due Sunday 2/27 by 11:55 pm)

Read: ch. 7

8 (10/17-10/10/23): Personality

Submit: forum #6

Read: ch. 8

9 (10/24-10/30): Self-Perceptions

Submit: forum #7

Submit: Exercise in My Life (due Sunday 10/30 by 11:55 pm)

Read: ch. 9

10 (10/31-11/6): : Stress

Submit: forum #8

Read: ch. 13

11 (11/7-11/13): : Cognitive Function

Submit: forum #9

Read: none

12 (11/14-11/20): : EXAM 2

Submit: Exam 2 (due Sunday 11/20 by 11:55 pm)

Read: ch. 10 OR 11

13 (11/21-11/27): Anxiety and Depression

Submit: forum #10

14 (11/28-12/4): Well-Being and QOL,

Read: ch. 12 OR 14

Submit: forum #11

Read: none

15 (12/5-12/11): Course Wrap-up

Submit: forum #12

16 (12/9-12/16): Finals

Submit: Exercise Intervention Proposal by 11:55 pm on Friday
12/16