UF | Department of Applied Physiology and Kinesiology
College of Health and Human Performance
UNIVERSITY *of* FLORIDA

Exercise Psychology

APK3405 | Class 10479 | 3 Credits | FALL 2024

Course Info

INSTRUCTOR

Derek T.Y. Mann, PhD.
Office: Virtual
Office Phone: 352.262.1264
Email: dmann5@ufl.edu
Preferred Method of Contact: dmann5@ufl.edu

OFFICE HOURS

Excluding UF Holidays:
Tuesday: 1100am-1200pm
Wednesday: 930-1030am
Also available by appointment when scheduled at least 1 business day in advance.

COURSE ACCESS

Access course through Canvas on UF e-Learning
https://elearning.ufl.edu/ & the *Canvas* mobile app by *Instructure*

COURSE DESCRIPTION

Overview examining scientific evidence related to the psychological factors associated with initiating, maintaining, & adapting exercise programming.

COURSE OVERVIEW

APK3405 - Exercise Psychology examines the dynamic influences that psychological factors and exercise behaviors exert upon one another. The field of exercise psychology actively promotes the scientist-practitioner model. Utilization of the scientist-practitioner model involves the ability to consume and appropriately apply contemporary theory and scientific findings to the practice of applied exercise psychology. Accordingly, APK3405 content and assignments emphasizes the theoretical and applied perspectives on the science and practice of exercise psychology.

Topics covered include examining how engagement in physical exercise catalyzes neural adaptations that influence stress response, affective experience, cognitive function, sleep patterns & perceptions of

pain; how motivation, emotion, and attributions influence exercise behavior; and how intervention programs can be leveraged to systematically improve exercise behavior.

PREREQUISITE KNOWLEDGE AND SKILLS
There are no prerequisites for this course; however, any previous experiences in psychology or behavior change will be helpful to students.

REQUIRED AND RECOMMENDED MATERIALS
Course readings and materials will be curated by course instructor and accessible through the UF E-learning course page. Students will need to utilize UF's VPN service to access UF Library subscriptions when utilizing off-campus computers (https://uflib.ufl.edu/using-the-libraries/off-campus-access/).

Textbooks:
- Ratey, J., Hagerman, E. (2008). *Spark: The Revolutionary New Science of Exercise and the Brain*. New York: Little, Brown and Company. ISBN: 978-0-016-11350-2

COURSE FORMAT

The course is organized into 3 modules; each lasting approximately 4 weeks. Within each module, students will have the opportunity to engage in course content and graded learning activities. The learning activities are designed to catalyze student achievement of the following course goals and objectives.

COURSE LEARNING OBJECTIVES:

1. **One goal of APK 3405 is to facilitate opportunities for student understanding of:**
   - the scientific evidence and theoretical perspectives that provide insight into how psychological factors influence exercise behavior.
   - the interdependence and interacting influence of psychological factors, exercise behavior, physical, and mental health.
   - typical scientific protocols utilized in exercise psychology research.
   - commonly utilized interventions designed to improve exercise behavior

2. **A second goal of APK 3405 is to facilitate student skill development in:**
   - retrieving, evaluating quality, and identifying applicability of emerging scientific literature in exercise psychology.
   - engaging in critical, constructive, and diplomatic academic discussions of exercise psychology topics and scientific literature.
   - effective written communication of scientific knowledge in exercise psychology.

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Course & University Policies

ATTENDANCE POLICY
Requirements for class attendance (participation) and make-up exams, assignments, and other work in this course are consistent with university policies
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

PERSONAL CONDUCT & ACADEMIC INTEGRITY
Students are expected to exhibit behaviors that reflect highly upon themselves and the University. UF students are bound by The Honor Pledge which states:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code and the possible sanctions. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. Students are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor, graduate assistant, or teaching assistant in this class.

APPROPRIATE USE OF AI TECHNOLOGY
The UF Honor Code strictly prohibits *cheating.* The use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity's express consent or without proper attribution to the other person or Entity is considered *cheating.* Additionally, the use of any materials or resources, through any medium, which the Faculty / Instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes *cheating*.

In some instances, within this course, the use of AI tools will facilitate student development of skills and knowledge acquisition within the stated learning objectives. However, in other components, the use of any AI enabled tool in this course substantially compromises the student's ability to achieve the stated learning objectives. Each assignment and assessment will include a statement clarifying acceptable AI use for that respective learning assessment. When students opt to leverage AI tools to augment their submitted products, they will be expected to appropriately cite the tool(s) utilized. Further, students will be held accountable under the scope of the UF Student Honor Code & Conduct Code for the content of all work they submit (including the portions that may have been produced in part or whole by an external Entity—inclusive of AI). Thus, students should engage in active editorial and underwriting efforts to ensure the totality of the work submitted reflects their intentions and ethical values.

COPYRIGHT STATEMENT
The materials used in this course are copyrighted. Course content is the intellectual property of Garrett Beatty, and property of the University of Florida. Course content may not be duplicated in any format without explicit permission from the College of Health and Human Performance, UF, and Garrett Beatty. Course content may not

be used for any commercial purposes. Individuals violating this policy may be subject to disciplinary action or legal litigation from the University and other injured parties.

EXAM MAKE-UP POLICY

Unless excused based on University policies (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx), missed examinations and non-submitted or late assignments will be not be evaluated and will be assigned a grade of 0.

Obtaining approval for make-up exams or make-up assignments is the responsibility of the student. Students with medically or emergency related circumstances should utilize the UF Care Team's Contact My Instructor service (https://care.dso.ufl.edu/instructor-notifications/) provided by the UF Dean of Students Office.

Any non-medical or emergency related circumstances require students to submit a written request explaining why an exception is being requested. The written request must include official documentation that provides proof that the missed coursework was due to acceptable reasons outlined by University policy.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

PRIVACY

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course Students enrolled in this course are agreeing to have their video or audio content accessible to the members of this course, enrolled in this semester. All class meetings will be recorded and provided to the class for asynchronous access. Students engaging in this course will also develop multimedia content including audio and video presentations that will be accessible to all members of the class. Recordings will not be available to members outside of this course.

Per the State of Florida's House Bill 233, students are also permitted to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is defined as an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code

Getting Help

HEALTH & WELLNESS
- ***U Matter, We Care****:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- ***Counseling and Wellness Center****:* Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- ***Student Health Care Center****:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- ***University Police Department****:* Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- ***UF Health Shands Emergency Room / Trauma Center****:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the UF Health Emergency Room and Trauma Center website.
- ***GatorWell Health Promotion Services****:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

ACADEMIC RESOURCES
- ***E-learning technical support***: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- ***Career Connections Center***: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- ***Library Support***: Various ways to receive assistance with respect to using the libraries or finding resources.

- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints & Grievances**: Students are encouraged to communicate first with the involved person(s), but here is more information on the appropriate reporting process.

APK ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:
- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu
- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hhp.ufl.edu
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

Student learning will be evaluated through module quizzes, case study assignments, engagement in the Yellowdig Learning Community, and three exams. Specific assignment details and grading rubrics will be provided on the course website https://lss.at.ufl.edu/.

- **Quizzes, 10%:** Each course module includes multiple choice quizzes aimed at guiding and enhancing engagement in learning opportunities.

- **Yellowdig Learning Community, 10%**: Students are expected to engage in discussion of course relevant topics through the Yellowdig Learning Community. Points are earned during weekly periods that start on Wednesdays and end on Tuesdays. Students are expected to engage in Yellowdig discussions weekly and meet the weekly point earning goals.

- **AI & Professional Skill Development Assignments, 20%:** Students will be graded on their engagement with AI tools for the purpose of professional development and to examine Exercise Psychology interventions through critical analysis of the complex nature of human behavior, cognition, and health. A detailed grading rubric for each of these assignments is available in CANVAS Students will complete graded assignments facilitating their skill development in marketing their skills through resumes (100pts), interviews (100pts), and use of AI enabled tools (100pts). Additional information and guidelines are available within the Assignments content area*.

- **Book Review, 30%:** Students will be required to write a book review from the required *Spark: The Revolutionary New Science of Exercise and the Brain*. The goal here is to reflect on the writings of Ratey and Hagerman and consider how they relate to the science and application of exercise psychology and well-being. A detailed grading rubric for this assignment is available in CANVAS, that includes a detailed Introduction, (10pts), Summary (20pts), Analysis & Evaluation (30pts), Conclusion (10pts). Additional information and guidelines are available within the Assignments content area*.

- **Exams, 50%:** Students' knowledge of course content will be evaluated on three multiple choice exams. The exam items will be developed from the assigned readings, lecture material, and other course activities. Exam items will include applied, case study style questions in addition to more traditional multiple-choice questions.

- **Optional Module Study Guides (up to 2%):** *Optional study guides provide students the opportunity to prepare for the application portion of the exams, by requiring students to utilize critical thinking and application skills connecting material within and across modules. The Study Guides are optional and serve as an extra credit opportunity.*

Additional information and guidelines are available within the Assignments content area.

Final grade composition:
- Yellowdig: 10%
- Quizzes: 10%
- AI & Professional Dev.: 20%
- Book Review: 10%
- Exams: 50%
  - **Total = 100%**

Notes:

- Grades will not be rounded
- e.g. a 92.99% will not be rounded to a 93.00%.
- • Grades of "I", "X", "H", or "N" will not be given except in cases of a documented, catastrophic occurrence.

Course letter grades based on cumulative grade percentages:

Grade	Percentage	Grade Points
A	93 - 100 %	4.00
A-	90 - 92.99 %	3.67
B+	87 - 89.99 %	3.33
B	83 - 86.99 %	3.00
B-	80 - 82.99 %	2.67
C+	77 - 79.99 %	2.33
C	73 - 76.99 %	2.00
C-	70 - 72.99 %	1.67
D+	67 - 69.99 %	1.33
D	63 - 66.99 %	1.00
D-	60 - 62.99 %	0.67
E	0 - 59.99 %	0.00

More detailed information regarding current UF grading policies can be found here: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

Grade Breakdown
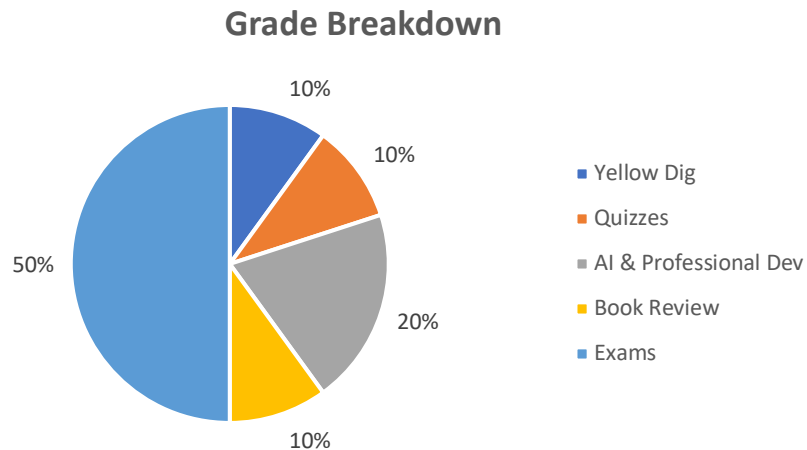
Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- Complete list available here.

WEEKLY SCHEDULE

Week	Dates	Weekly Schedule	Assessments Due
1	August 22-23	Module 1 – Course Introduction	
2	August 26-30	Module 2 Basic Concepts in Exercise Psychology	Aug 28 Yellowdig Earning Period 1 begins.
3	September 2-6	*Labor Day, Sept 2* Module 3 Behavioral Neuroscience	Sept 4 Yellowdig Earning Period 1 Ends
4	September 9-13	Module 4 Theories of Behavior Change	Sep 11 Yellowdig Earning Period 2 Ends Sep 15 **AI Assignment 1**
5	September 16-20	**Exam Week – Exam 1** Exam 1 Available: September 6 – 22	Sep 18 Yellowdig Earning Period 3 Ends Sep 22 **Exam 1:** Modules 1-4 Quizzes & Study Guides
6	September 23-27	Module 5 Physical Activity Behavior Interventions	Sep 25 Yellowdig Earning Period 4 Ends
7	Sept 30 – Oct 4	Module 6 Perceived Exertion	Oct 2 Yellowdig Earning Period 5 Ends
8	October 7-11	Module 7 Stress	Oct 9 Yellowdig Earning Period 6 Ends

9	October 14-18	*UF Homecoming, Oct 18* Module 8 Emotion	Oct 16 Yellowdig Earning Period 7 Ends Oct 20 **AI Assignment 2**
10	October 21-25	**Exam Week – Exam 2** Exam 2 Available: October 21 – 27	Oct 23 Yellowdig Earning Period 8 Ends Oct 27 **Exam 2:** Module 5-8 Quizzes & Study Guide
11	Oct-Nov 28-1	Module 9 Self-Esteem	Oct 30 Yellowdig Earning Period 9 Ends Nov 3 **Book Review - Spark**
12	November 4-8	Module 10 Exercise & Cognitive Function	Nov 6 Yellowdig Earning Period 10 Ends
13	November 11-15	Module 11 Exercise & Pain	Nov 13 Yellowdig Earning Period 11 Ends
14	November 18-22	Module 12 Correlates of Exercise & Physical Activity	Nov 20 Yellowdig Earning Period 12 Ends Nov 24 **AI Assignment 3**
15	November 25-29	*Thanksgiving Week,* *November 25 - 30*	
16	Dec 2-4	**Exam Week – Exam 3** Exam 3 Available: Dec 2 - 6 UF Reading Days: Dec 5 - 6	Dec 4 Yellowdig Earning Period 13 Ends Dec 6 **Exam 3:** Module 9-12 Quizzes & Study Guide

SUCCESS AND STUDY TIPS

Quizzes are designed as preparation tools for the course exams. Learning is a process that requires sustained, incremental advancements and occurs over time following neural adaptation. More simply stated, cramming may yield short-term results, but this strategy does not induce meaningful or lasting learning. Quizzes include questions reflective of the question styles included on the three exams.

Yellowdig is an asynchronous student engagement platform. Students should plan to participate weekly by posting course relevant thoughts, observations, questions; and responding to peers. Points are accrued on a

weekly basis, so it is critical that students do not fall behind as it is nearly impossible to catch up on missed weeks.

AI Professional Development Assignments are designed to facilitate skill development in utilizing AI tools to help facilitate professional development, and in communicating scientific evidence to a broad audience.

Exams are designed as summative assessments (meaning, they test students to see what they learned and retained in the preceding module). All module materials, assignments, and the optional study guides are intentionally designed to help students prepare for the three course exams.

Optional Study Guides are exactly that—optional, and study guides. Note, the study guides are designed to facilitate learning, and not memorization. The study guides require critical thinking and problem solving utilizing the concepts presented within the module. Students should attempt to answer the study guide prompts without using course materials to self-test their retention. When students hit a block and are unable to answer a study guide prompt, then they can reference course materials. Students would benefit from self-testing their ability to answer each prompt until they can do so without referencing course materials.