

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

**HEFI 320/PSYC 320
Psychology of Health and Fitness**

Prepared By: John T. Nixon, PhD (Psychology) and
Deborah Molnar, D.P.T. (Physical Therapy)
Janet L. Parcell Mitchell, PT, DPT, ATC, CSCS

**SCHOOL OF BUSINESS AND LIBERAL ARTS
SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE
Health and Fitness Promotions
MAY 2012
Revised May 2015**

HEFI 320/PSYC 320 Psychology of Health and Fitness

- A. **TITLE:** Psychology of Health and Fitness
- B. **COURSE NUMBER:** HEFI 320/PSYC 320
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 hours of lecture per week
- H. **CATALOG DESCRIPTION:** This course examines human behavior and how it relates to healthy behavior and fitness. The effects of psychological factors on health, fitness and wellness, and the effects of physical activity and sports on psychological well-being is discussed. The concept of Positive Psychology, a strength-based, preventive approach to personal and community research and interventions is an integral part of the course.
- I. **PRE-REQUISITES/CO-COURSES:** PSYC 225, Junior level status or permission of instructor
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. Describe the psychology and basic biological factors of health and fitness.	3. Prof. Competence
b. Explain the relationship between personality and behavior in promoting health and fitness.	3. Prof. Competence
c. Explain how arousal, stress, and anxiety affect fitness and overall health.	3. Prof. Competence
d. Explain how to promote self-awareness and self confidence to enhance fitness and sport.	3. Prof. Competence
e. Explain how goal setting can maximize behavioral health.	3. Prof. Competence
f. Discuss ways that health and fitness awareness can enhance psychological growth and development.	2. Crit. Thinking 3. Prof. Competence

- K. **TEXTS:**
Health Psychology: A Biopsychosocial Approach, Straub, R. O., Worth, 2007;
Sport Psychology, LeUnes, A. and Nation, J. R., Wadsworth, 2002;
Step up to Wellness: A Stage-Based Approach, Bishop, J. A. and Aldana, S. G., Allyn and Bacon, 1999.
- L. **REFERENCES:** to be determined
- M. **EQUIPMENT:** technology enhanced classroom
- N. **GRADING METHOD:** A – F.

O. MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Written homework assignments
- Observation report
- Research paper
- Discussion board postings, if online

P. DETAILED COURSE OUTLINE:

I. Foundations of Health and Fitness Psychology

- A. Health and Fitness related to Wellness
- B. History
- C. The Biopsychosocial Perspective
- D. Careers in Behavioral Health

II. Research in Psychology of Health and Fitness

- A. Evidence-Based Methods and Epidemiological Research
- B. Personality
- C. Motivation
- D. Arousal, Stress, Anxiety

III. Biological Foundations

- A. Nervous and Endocrine Systems
- B. Cardiovascular, Digestive and Respiratory Systems

IV. Stress and Health

- A. The Nature of Stress: Physiology
- B. Other Models of Stress and Illness
- C. Psychosocial Sources of Stress
- D. Personality Types and Stress

V. Coping with Stress

- A. Psychological Skills Training
- B. Self-Awareness
- C. Imagery
- D. Self-confidence
- E. Goal Setting
- F. Concentration

VI. Enhancing Health and Wellbeing

- A. Staying Healthy: Primary Prevention and Positive Psychology
- B. Effects of Exercise on Psyche
- C. Exercise Behavior and Adherence

VII. Behavior and Health

- A. Sport and Exercise Injury
- B. Burnout/Overtraining
- C. Nutrition, Obesity and Eating Disorders
- D. Substance Abuse

Q. LABORATORY OUTLINE: N/A