MCMASTER UNIVERSITY
Department of Kinesiology
Kinesiology 3H03: Exercise Psychology

Term: Fall 2016, Mondays 7:00-10:00pm (PC 155)
Instructor: Dr. Matthew Kwan
Office: DBHSC 5th Floor (by appointments)
Telephone: 905.525.9140 ext. 28412
E-mail: kwanmy@mcmaster.ca
Office Hours: Mondays 4:30-5:30 pm (IWC 214)

Teaching Assistants: Sheereen Harris     Kristen Lucibello     Michelle Ogordnik
Office: Email:

DESCRIPTION
This course focuses on the psychological antecedents and consequences of exercise behaviour. Emphasis will be placed on understanding concepts, principles, and theories and how these may be applied to research as well as the promotion and maintenance of exercise.

OBJECTIVES
• Introduce students to the field of exercise psychology and provide an overview of the range of issues addressed in this field;
• Develop an understanding of theoretical frameworks used to understand behaviour change;
• Introduce students to research on individual, interpersonal and environmental factors affecting exercise participation; apply this knowledge to the promotion of physical activity;
• Critically examine the link between exercise and psychological well-being and how exercise can be used to improve various aspects of psychological well-being.

AT THE END OF THIS COURSE YOU WILL:
• Be able to apply knowledge of psychological factors that may influence/impact exercise behaviour among individuals and populations.
• Be able to apply knowledge of theory and behaviour modification in physical activity-related communication, counseling, interviewing, and prescription.
• Have a basic understanding of how to counsel patients/clients regarding physical activity, and inform strategies to increase physical activity in various populations.

REQUIRED TEXT

The publisher is offering students a 10% discount off the list price of this text. With the discount, the book will cost $54.00 US, which may be less than online or bookstore. Visit http://www.hh-pub.com, search for the book title or author name. Alternatively, you may visit amazon.ca to find the text.
TOPICS TO BE COVERED

UNIT 1  THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE
• Basic epidemiology (review)
• Social cognitive approaches
• Stimulus-Response Theory, Dual-Process Theory, Social Ecological Models

UNIT 2  INTERVENTIONS TO INCREASE EXERCISE
• Social influences on exercise
• Informational, behavioural, and social approaches to increasing exercise
• Environmental and policy-based approaches

UNIT 3  UNDERLYING FACTORS RELATED TO EXERCISE
• Behavioural economics
• Personality and exercise
• Self-concept, self-esteem and exercise
• Body image and exercise

UNIT 4  EXERCISE AND PSYCHOLOGICAL WELL-BEING
• Emotional well-being, anxiety, depression and exercise
• Exercise and health-related quality of life
• Exercise and cognition

EVALUATION

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<tbody>
<tr>
<td>MIDTERM</td>
<td>20%</td>
<td>October 17</td>
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<tr>
<td>PARTICIPATION</td>
<td>10%</td>
<td>Tutorials</td>
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<tr>
<td>PRESENTATION</td>
<td>15%</td>
<td>November 21/28</td>
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<tr>
<td>FINAL PAPER</td>
<td>25%**</td>
<td>December 2</td>
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<td>FINAL EXAM</td>
<td>30%</td>
<td>TBD</td>
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*Participation marks are earned during in-class and in-tutorial attendance and participation.

**Final papers must be placed in the KIN 3H03 dropbox by 4:00pm on Friday December 2, or delivered in person to your TA or Dr. Kwan. Assignments received after 4:00 pm will be considered late. 10% will be deducted from the final mark for each day that your assignment is late. For example, if you receive a mark of 70% on an assignment that is two days late (i.e., Monday), a late penalty of 20% will be deducted from that mark, rendering a final mark of 50%.

EMAILED ASSIGNMENTS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES. ONLY HARD (PAPER) COPIES WILL BE ACCEPTED.
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<thead>
<tr>
<th>WEEK(S)</th>
<th>Tentative Schedule</th>
<th>READINGS</th>
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<td><strong>WEEK(S)</strong></td>
<td><strong>Tentative Schedule</strong></td>
<td><strong>READINGS</strong></td>
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<tr>
<td>1 (Sept 12)</td>
<td><strong>INTRODUCTION TO EXERCISE PSYCHOLOGY</strong>&lt;br&gt;• What is exercise psychology?&lt;br&gt;• Why is a psychological understanding of exercise important?&lt;br&gt;<strong>THEORETICAL APPROACHES I</strong>&lt;br&gt;• Social Cognitive Approaches</td>
<td>iffs Chapter 1&lt;br&gt;iffs Chapter 2&lt;br&gt;iffs Chapter 3</td>
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<td>2 (Sept 19)</td>
<td><strong>THEORETICAL APPROACHES II</strong>&lt;br&gt;• Social Cognitive Approaches (continued…)&lt;br&gt;• Stimulus-Response Theory&lt;br&gt;• Integrative Approaches</td>
<td>iffs Chapter 4</td>
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<td>3 (Sept 26)</td>
<td><strong>EXERCISE INTERVENTIONS I</strong>&lt;br&gt;• Social influences on exercise&lt;br&gt;• Motivational interviewing&lt;br&gt;• Information approaches</td>
<td>iffs Chapter 5&lt;br&gt;iffs Chapter 6</td>
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<td>4-5 (Oct 3, 17)</td>
<td><strong>EXERCISE INTERVENTIONS II</strong>&lt;br&gt;• Behavioural and social approaches&lt;br&gt;• Environmental and policy-based approaches</td>
<td>iffs Chapter 6</td>
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<td>5 (Oct 17)</td>
<td>Midterm Exam&lt;br&gt;All lecture and tutorial material; Chapters 2 – 6 (including 6)</td>
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<td>6 (Oct 24)</td>
<td><strong>INCENTIVE-BASED MOTIVATION</strong>&lt;br&gt;• Rewarding exercise behaviours&lt;br&gt;• Initiatives to improve population-level activity&lt;br&gt;<strong>PERSONALITY &amp; EXERCISE</strong>&lt;br&gt;• Personality approaches&lt;br&gt;• Traits vs. States</td>
<td>iffs Assigned Reading &amp; Chapter 7</td>
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<td>7 (Oct 31)</td>
<td><strong>IMPLEMENTATION OF BEHAVIOUR CHANGE STRATEGIES</strong>&lt;br&gt;• Location TBD&lt;br&gt;• Please remember to wear athletic wear</td>
<td>iffs Assigned Reading</td>
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<td>8 (Nov 7)</td>
<td><strong>PHYSICAL LITERACY &amp; PHYSICAL ACTIVITY</strong>&lt;br&gt;• Population-based Behaviour Change Strategies&lt;br&gt;• Fundamental Movement &amp; Sport Skills&lt;br&gt;• Physical Literacy across the lifespan</td>
<td>iffs Assigned Reading&lt;br&gt;iffs Chapter 7, 8</td>
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<td>9, 10 (Nov 14, 21)</td>
<td><strong>EXERCISE &amp; SELF-PERCEPTIONS, PSYCHOLOGICAL WELL-BEING</strong>&lt;br&gt;• Self-concept, self-esteem, body image&lt;br&gt;• Using exercise to enhance self-perceptions Anxiety, stress, depression&lt;br&gt;• Emotional well-being&lt;br&gt;• Negative psychological effects of exercise</td>
<td>iffs Chapters 9 to 12</td>
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<td>11 (Nov 28)</td>
<td><strong>EXERCISE &amp; COGNITION, HEALTH-RELATED QUALITY OF LIFE</strong>&lt;br&gt;• Cognitive functioning &amp; exercise in children, youth and older adults&lt;br&gt;• Mechanisms &amp; hypotheses&lt;br&gt;• What is health-related quality of life?&lt;br&gt;• Measuring health-related quality of life</td>
<td>iffs Chapter 13</td>
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<td>12 (Dec 5)</td>
<td><strong>FUTURE DIRECTIONS OF EXERCISE PSYCHOLOGY &amp; WRAP UP</strong>&lt;br&gt;• The future for exercise psychology&lt;br&gt;• Opportunities to further the field of exercise psychology</td>
<td>iffs Assigned Reading</td>
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## Tutorial Schedule

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<tr>
<th>Tutorial #</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Sept 26</td>
<td>Physical Activity Assessment</td>
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<td>2</td>
<td>Oct 3</td>
<td>Research Methodology/Ecological Momentary Assessment</td>
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<tr>
<td>3</td>
<td>Oct 24</td>
<td>Physical Activity Interventions</td>
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<td>4</td>
<td>Nov 21</td>
<td>Presentations</td>
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<td>5</td>
<td>Nov 28</td>
<td>Presentations</td>
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**TUTORIAL TIMES AND LOCATIONS:**
- T01 (Harris) - Monday @ 10:30 pm-11:20 pm (BSB - B138)
- T02 (Lucibello) - Monday @ 10:30 pm-11:20 pm (BSB - B139)
- T03 (Ogordnik) - Monday @ 10:30 pm-11:20 pm (BSB - B140)
POLICY REGARDING THE USE OF EMAIL

Students with questions about class material, exams or assignments can seek assistance from the instructor after class or with the TAs/instructor during their posted office hours. Questions about course material, exams or assignments will not be answered through email. Email is to be used only for administrative purposes (missed exams, sickness, etc).

POLICY REGARDING DEFERRED TESTS AND EXAMS

Students who miss exams for legitimate reasons such as illness may be allowed to write a deferred or "make-up" test. The make-up for the midterm will be on Monday Oct 24th, (location TBD). The test format may be different from the original Test. In all instances, appropriate documentation must be submitted to the Office of the Associate Dean, Faculty of Science.

ACADEMIC INTEGRITY

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences (e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript reading "Grade of F assigned for academic dishonesty", and/or suspension or expulsion from the university). It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at: http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf

The following illustrates only three forms of academic dishonesty:
• Plagiarism (e.g. the submission of work that is not one's own or for which other credit has been obtained),
• Improper collaboration in group work.
• Copying or using unauthorized aids in tests and examinations.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Academic Accommodation of Students with Disabilities
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140, ext. 2865 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

ON-LINE LEARNING RESOURCES

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.


**MODIFICATIONS TO COURSE**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

**MCMASTER STUDENT ABSENCE FORM**

If you are absent from the university for a minor medical reason, lasting fewer than 3 days, you may report your absence, without documentation, using the McMaster Student Absence Form. Absences for a longer duration or for other reasons (e.g., Religious, personal) must be reported to your Faculty/Program office, with documentation, and relief from term work may not necessarily be granted. When using the MSAF, report your absence to kwanmy@mcmaster.ca. Then contact the instructor/lab TA immediately (normally within 2 working days) by email/telephone/in person to learn what relief may be granted for the work you have missed, and relevant details such as revised deadlines, or time and location of a make-up exam.

**FEEDBACK**

It helps us improve our services when we hear from our students, faculty and staff about what we can do better. A feedback process brings to our attention situations in which we may not have adequately considered accessibility and allows us to better plan for accessibility in the future.