

MCMASTER UNIVERSITY
Department of Kinesiology
Kinesiology 3H03: Exercise Psychology

Term:	Fall 2017		
Time & Location	Monday & Thursday 4:30-5:20pm (MDCL 1309)		
Instructor:	Dr. Matthew Kwan		
Office:	DBHSC 5 th Floor (by appointments)		
Telephone:	905.525.9140 ext. 28412		
E-mail:	kwanmy@mcmaster.ca		
Office Hours:	Mondays 5:30-6:30 pm (IWC 214)		
Tutorials:	Wednesday 11:30-12:20		
Teaching Assistants:	Kristen Lucibello	Alexis Bullock	Kiara Innes
Office:	AB118	AB108	AB120
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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

Lox, C. L., Martin Ginis, K. A., & Petruzzello, S. J. (2014). *The psychology of exercise: Integrating theory and practice (4th edition)*. Scottsdale, AZ: Holcomb Hathaway Publishers.

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

QUIZ #1	15%	September 28
QUIZ #2	15%	November 2
QUIZ #3	15%	November 17
PRESENTATION	10%	November 8/15
SHORT ASSIGNMENTS	15%*	November 30th
FINAL PAPER	30%	December 4th

*Final papers must be submitted at the start of class on December 4th, 2017. Assignments received after **4:40 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., Wednesday), a late penalty of 20% will be deducted, rendering a final mark of 50%. Late assignments **MUST BE** placed in the KIN 3H03 dropbox.

EMAILED ASSIGNMENTS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES. ONLY HARD (PAPER) COPIES WILL BE ACCEPTED.

WEEK(S)	Tentative Schedule	READINGS
(Sept 11)	<p style="text-align: center;"><u>INTRODUCTION TO EXERCISE PSYCHOLOGY</u></p> <ul style="list-style-type: none"> • What is exercise psychology? • Why is a psychological understanding of exercise important? 	 Chapters 1 & 2
(Sept 18, Sept 25)	<p style="text-align: center;"><u>THEORETICAL APPROACHES TO EXERCISE PSYCHOLOGY</u></p> <ul style="list-style-type: none"> • Social Cognitive Approaches (continued...) • Stimulus-Response Theory • Integrative Approaches 	 Assigned Reading  Chapters 3 & 4
	Quiz #1 (October 2nd) All lecture and tutorial material; Focus on chapters 1 – 4	
(Sept 28, Oct 5, Oct 16)	<p style="text-align: center;"><u>EXERCISE INTERVENTIONS</u></p> <ul style="list-style-type: none"> • Social influences on exercise • Motivational interviewing • Informational, Behavioural and social approaches • Environmental and policy-based approaches 	 Chapters 5 & 6
(Oct 23)	<p style="text-align: center;"><u>INCENTIVE-BASED MOTIVATION</u></p> <ul style="list-style-type: none"> • Rewarding exercise behaviours • Initiatives to improve population-level activity <p style="text-align: center;"><u>PERSONALITY & EXERCISE</u></p> <ul style="list-style-type: none"> • Personality approaches • Traits vs. States 	 Assigned Reading & Chapter 7
(Oct 30)	<p style="text-align: center;"><u>PHYSICAL LITERACY & PHYSICAL ACTIVITY</u></p> <ul style="list-style-type: none"> • Population-based Behaviour Change Strategies • Fundamental Movement & Sport Skills • Physical Literacy across the lifespan 	 Assigned Reading
	Quiz #2 (November 2nd) All lecture and tutorial material; Focus on chapters 5 – 7	
(Nov 6)	<p style="text-align: center;"><u>EXERCISE & SELF-PERCEPTIONS AND PSYCHOLOGICAL WELL-BEING</u></p> <ul style="list-style-type: none"> • Self-concept, self-esteem, body image • Emotional well-being • Exercise & Affect 	 Chapter 8  Chapter 12
(Nov 13)	<p style="text-align: center;"><u>PHYSICAL ACTIVITY & MENTAL HEALTH</u></p> <ul style="list-style-type: none"> • Using exercise to enhance self-perceptions • Impact of physical activity on anxiety, stress, depression • Targeting psychological distress 	 Chapters  9 to 11
(Nov 20)	<p style="text-align: center;"><u>EXERCISE & COGNITION AND HEALTH-RELATED QUALITY OF LIFE</u></p> <ul style="list-style-type: none"> • Cognitive functioning & exercise in children, youth and older adults • Mechanisms & hypotheses • What is health-related quality of life, & measuring HRQoL 	 Chapters 13 to 14
	Quiz #3 (November 27th) All lecture and tutorial material; Focus on chapters 5 – 7	
(Nov 30, Dec 4)	<p style="text-align: center;"><u>FUTURE DIRECTIONS OF EXERCISE PSYCHOLOGY</u></p> <ul style="list-style-type: none"> • Putting it all together – application of exercise psychology • The future for exercise psychology • Opportunities in the field (research & practice) 	

**KIN 3H03
Tutorial Schedule**

<i>Tutorial #</i>	<i>Date</i>	<i>Topic</i>
1	Sept 13	Physical Activity Assessment
2	Sept 27	Research Methodology
3	Oct 18	Physical Activity Interventions
4	Nov 8	3-minute Thesis Presentations
5	Nov 15	Critical Appraisal

TUTORIAL TIMES AND LOCATIONS:

T01 (Lucibello) - Wednesday @ 11:30 am-12:20 am (BSB - B142)

T02 (Alexis Bullock) - Wednesday @ 11:30 am-12:20 am (BSB - B139)

T04 (Kiara Innis) - Wednesday @ 11:30 am-12:20 am (BSB - B154)

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.