

MCMASTER UNIVERSITY
Department of Kinesiology

Kinesiology 4H03: Physical Activity Behaviour Change

Term Winter 2018; Mondays 9:30-11:20 & Thursdays 1:30-2:20

Room: IWC 224

Instructor: Dr. Steven Bray

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COURSE DESCRIPTION

Although recent population trends indicate more Canadians are physically active than in previous decades, only 1 person in 5 achieves recommended levels, which poses major threats to health and well being. This course will examine processes of initiating and sustaining health behaviour change, with specific emphasis on lifestyle physical activity. Contemporary theories of health behaviour and behaviour change will be reviewed along with empirical research investigating methods used to facilitate adoption and maintenance of physical activity for individuals, groups and communities. Applications of the material will focus primarily on individual (face-to-face) counseling, with relevance to health practitioners in community health promotion and special population contexts.

OBJECTIVES

In the process of this course, students will:

- Develop an understanding of theory-based mechanisms or processes of behaviour change and behaviour change techniques
- Gain skills essential to the design, delivery and evaluation of physical activity interventions using personalized and mass-media applications
- Apply theory-based methods of intervention design to development of physical activity promotion efforts at individual, group and community levels.

REQUIRED TEXT/READINGS

Note: There will be **REQUIRED** readings assigned on a weekly basis as **Quicklinks on Avenue to Learn**.

Proposed Lecture & Workshop Schedule

Date	Topic
JAN 4 (1hr)	Course Introduction
8 (2hr)	PA/sedentariness and Health Epidemiology (Reading) Individual & Population level health promotion & PA (Reading)
11 (1hr)	Understanding & Changing PA behaviour: Theories (Readings)
15 (2hr)	Theory Integration, Theoretical Domains, COM-B Model (Readings)
18 (1hr)	Mediating Variables & ABC of Behaviour Change (Readings)
22 (2hr)	Behaviour Change Techniques and Mapping Techniques to Theory (Readings)
25 (1hr)	Planning & Evaluating an intervention (Logic Models) (Readings)
29 (2hr)	Mass Media Interventions, Message Framing Workshop & PA Guide Project (Readings)
FEB 1 (1hr)	Mobile Interventions + Assignment (Readings)
5 (2hr)	Student Presentations
8 (1hr)	Student Presentations
12 (2hr)	Motivational Interviewing & Brief Action Planning (Readings)
15 (1hr)	Overview and Preparation for Counseling Project
19	Mid-term Recess
22	
26 (2hr)	
MARCH 1 (1hr)	Point of Decision Prompts (Readings)
5 (2hr)	Self monitoring & Goal setting + Counseling Sessions 3 & 4 Planning Workshop
8 (1hr)	Group-based Interventions (Readings)
12 (2hr)	Action Planning & Enlisting SS + Counseling Sessions 5 & 6 Planning Workshop
15 (1hr)	Workplace Interventions (Readings)
19 (2hr)	Cognitive Strategies: Self-talk & Imagery; Cues & Relapse Prevention + Counseling Sessions 7 & 8 Planning Workshop
22 (1hr)	Interventions with Special Populations
26 (2hr)	School Interventions (Readings)
29 (1hr)	Student Presentations
APRIL 2 (2hr)	Student Presentations
5 (1hr)	Student Presentations
9 (2hr)	Course Review & Wrap-up

EVALUATION

Assessment	Weighting	Description	Due Date
Class Attendance and Participation	10%	Attending class and engaging in discussion of the course material is essential to learning and success in this course and will be monitored for each class.	Throughout the course.
Seminar presentation	10%	Done in groups (pairs). 12-15 min presentations assessing web-based community interventions	Feb. 1, 5
Mobile Intervention BCT Assignment	10%	Analysis and 2-page report on use of BCTs in physical activity APPS	March 1
Population-based Intervention Project	20%	Population physical activity change intervention. Illustrated PA brochure for a <u>targeted population</u> . Accompanying document (1000-1200 words) explaining theory utilization and integration, use of behaviour change techniques, and message content and framing/delivery.	March 19
Individual Counseling Intervention Project	20%	Physical activity change intervention for an individual (Case notes and reflections)	April 5
	5%	Individual Presentations	March 26- April 2
Final Examination	25%	Short answer & short essay questions	As Scheduled by the Registrar

DROP BOXES

Course drop boxes are located on the second floor of the IWC near IWC 224 (please do not place assignments in the administrative drop box located outside IWC 219C).

NOTES on EVALUATION

You must give your presentation on the date assigned.

IMPORTANT: You cannot use MSAF for presentation assignments.

LATE or MISSED WORK

Project assignments are due by 4pm on the dates specified above. **IMPORTANT: You can not use MSAF for assignments.** Assignments that are submitted late will be subject to penalty of 10% of the assignment value per day up to the full value of the assignment (e.g., submitting a 20% assignment one day late will result in a 2% reduction in the overall course grade).

Coursework that is submitted more than 10 days late will not be accepted.

POLICY REGARDING DEFERRED TESTS AND EXAMS

Students who miss a term test or final exam for legitimate reasons such as illness may be allowed to write a deferred or "make-up" test. **NOTE: the format is typically different from the regularly-scheduled test(s) and usually requires written responses to short-answer or essay-type questions.** In all instances, appropriate documentation must be submitted to the Office of the Associate Dean, Faculty of Science.

Students who miss a Registrar-scheduled final exam can apply to the Associate Dean's office for permission to write in the deferred final exam schedule. In all cases, appropriate documentation must be submitted to the Office of the Associate Dean, Faculty of Science, for consideration of deferred examination permission. Under no circumstances will the instructor re-schedule a final exam for individual students.

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 (MSAF). 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 **sbray@mcmaster.ca** immediately (normally within 2 working days) or by phone or 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 assessment.

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

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

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. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University's Policy of Academic Accommodation of Students with Disabilities. <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

ON-LINE LEARNING RESOURCES (if applicable)

In this course, we will be using Avenue to Learn. 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.

USE OF COURSE MATERIAL

Course materials provided by the instructor are for use by students registered in this class only. Under no circumstances are these materials to be shared, posted or sold to a third party without permission from the instructor. This includes, but not limited to, online posting of instructor provided lecture/lab notes, online lectures, recordings of lectures, or any lab materials on a website other than the Avenue site designed for this course.

TURNITIN.COM (if applicable)

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

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.

FEEDBACK

It really 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.