

MCGILL UNIVERSITY
Department of Kinesiology and Physical Education
EDKP 448: Exercise and Health Psychology (3 credits)

Term: Winter 2024
Time: Tuesdays & Thursdays (10:05am to 11:25am)
Location: ENGTR 0100 (Trottier Building)

Instructors: Shane Sweet, PhD (pronouns: he/him)
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Teaching Assistants:	Gabrielle Bédard	Sofia Ferreira
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Roles:	Assisting with course content, student question, and evaluating assignments	

DESCRIPTION

Online description: The psychological aspects of health and participation in exercise and physical activity. The application of psychological knowledge and methodology within exercise and health. Theory and evidence on selected topics in this area of study.

Additional description: This course focuses on the psychological antecedents and consequences of exercise. 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.

COURSE LEARNING OBJECTIVES

By the end of this course students should be able to:

- ◆ Define and explain the theoretical concepts used to understand physical activity participation.
- ◆ Apply the theories to promote physical activity participation.
- ◆ Design a theory-based intervention to promote psychosocial variables aimed at increasing physical activity participation (or another health behaviour).
- ◆ Critically examine the link between physical activity and psychological well-being and how physical activity can be used to improve various aspects of psychological well-being.

REQUIRED TEXT

1. Lox, C. L., Martin Ginis, K. A., Gainforth, H. L., & Petruzzello, S. J. (2019). *The psychology of exercise: Integrating theory and practice (5th edition)*. Routledge.
 - Available at McGill Bookstore
2. Articles, book chapters (Motivational Interviewing) and media content posted on myCourses or the course timeline.

Note: The Motivational Interviewing book (<https://mcgill.on.worldcat.org/oclc/788281018>) is available online at the McGill Library.

GENERAL TOPICS OF THE COURSE

UNIT 1: THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE

UNIT 2: INTERVENTIONS TO INCREASE EXERCISE

UNIT 3: EXERCISE AND PSYCHOSOCIAL OUTCOMES

*See course timeline on myCourses for readings and weekly topics

INSTRUCTIONAL METHOD

In this course, a variety of instructional approaches will be used, which includes lectures, group activities, class discussions and online content (myCourses). As a result, students should expect to be actively involved in their learning.

EVALUATIONS

Name of Assignment	% Final Grade	Due dates
PARTICIPATION	5%	
PODCAST MINISERIES	15%	(1) January 25 th , 2024 (7%) (2) March 28 th , 2024 (8%)
MID-TERM (theories)	25%	February 1 st , 2024
INTERVENTION ASSIGNMENT	30%	January 23 rd , 2024 (Group selection)
		February 22 nd , 2024 (Abstract)
		March 19 th , 2024 (Full assignment)
CONCEPT MAP	25%	April 9 th , 2024

**See AI policy below including mandatory statement to be added for each assignment

A) Midterm. The mid-term will consist of all materials presented in class including all assigned readings (both book chapters and additional readings).

B) Each component of the Intervention Assignment is due 30 minutes prior to start of class and to be submitted on myCourses. Assignments received at 9:36am or later will be

considered late and ten percent (10%) will be deducted from the assignment. Ten percent (10%) is deducted from the assignment for each 24-hour period that your assignment is late. For example, if your assignment is two days late, a late penalty of 20% will be deducted from the mark that you receive for the assignment. **Assignments must be submitted on myCourses.** Emailed assignments will not be accepted under any circumstances. There are no specific grades associated with the **abstract submission**, however a 5% penalty will be charged on the full assignment if the abstract is not submitted. Please see the intervention assignment rubric for more information. Further instructions on the components of the assignment will be provided in class.



C) Podcast series: The two podcasts are due 30 minutes prior to start of class and to be submitted on myCourses. The same penalty policy described for the intervention assignment will be applied for the podcasts. Please see the podcast rubric for more information.

D) Participation. Participation marks are earned with in-class assignments, your response rate to myCourses surveys and your general preparedness and class attitude. You will have 4 opportunities to earn participation marks through in-class assignments. Each assignment will be worth 1% up to a maximum of 3%. Therefore, you need to **complete 3 of 4 assignments** to receive the full 3%. An extra 1% will be attributed if you answer **at least 75% of myCourse** questions/surveys. The extra 1% will reflect your class preparedness, respect and willingness to participate in class activities.

COURSE TIMELINE

Note that the timeline and content may change as the course advances. Any changes to the readings and topics will be discussed in lecture and posted on myCourses.

WEEK	DATE	GENERAL TOPIC	SPECIFIC TOPIC	READINGS
1	January 4 th	<i>INTRODUCTION TO EXERCISE PSYCHOLOGY</i> Lecturer: SS	1. Introductions 2. Present course outline 3. Intro to key concepts	
2	January 9 th	<i>INTRODUCTION TO EXERCISE PSYCHOLOGY</i> <u>Lecturer: SS</u>	1. Exercise psychology 2. Behaviour change 3. Why theories?	📖 Kelly & Barker 2016 article 📖 Chapter 1 📖 Chapter 3 (p. 44-45)
2	January 11 th	<i>THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE</i> Lecturer: SS	Self-efficacy theory	📖 Chapter 3: p.52-59

3	January 16 th	<i>THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE</i> Lecturer: SS	Theory of planned behaviour	 Chapter 3: pages 59-64
3	January 18 th	<i>THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE</i> Lecturer: SS	Self-determination theory	Chapter 3: pages 64-71 Supplemental Materials: TED Talk by Ed Deci (co-founder of SDT)
4	January 23 rd	<i>THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE</i> Lecturer: SS	1. Transtheoretical Model 2. Health Action Process Approach ***Intervention Group Selection Due***	Use scanned copy of 4 th edition on my courses (Chapter 4: pages 79 to 87) HAPA article: Page 1 to 14 (Schwarzer, 2008)
4	January 25 th	<i>THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE</i> Lecturer: SS	1. Behaviour Change Wheel ***Podcast #1 Due***	Michie (2011)
5	January 30 th	<i>REVIEW</i>	Catch-up & Review activity	
5	February 1 st	***MIDTERM***	In-class midterm	
6	February 6 th	<i>EXERCISE INTERVENTIONS</i> <u>Lecturer: SS</u>	2. Basics of intervention designs 3. Linking theory to your intervention components 4. Behaviour change techniques list. Example of behaviour change intervention	 Chapter 5 Supplementary Materials Sweet et al, 2017 - Table 3
6	February 8 th	<i>EXERCISE INTERVENTIONS</i> Lecturer: SS	Health messaging SS or Guest Lecture-TBD	

7	February 13 th	<i>EXERCISE INTERVENTIONS</i> Lecturer: SS	1. Behaviour change techniques	📖 Chapter 6: pages 141-150
7	February 15 th	<i>EXERCISE INTERVENTIONS</i> Lecturer: SS	1. Modalities and approaches 2. Behaviour change enactment and coaching	📖 Chapter 6: pages 151-156 📖 Hankonen, 2022
8	February 20 th	<i>MOTIVATIONAL INTERVIEWING</i> Lecturer: OP		📖 MI – chapters 1, 2, & 3 Supplemental: Introduction to motivational interviewing for peer mentoring
8	February 22 nd	<i>MOTIVATIONAL INTERVIEWING</i> Lecturer: OP	***Intervention Abstract Due***	📖 MI – chapter 5 Supplemental: Video of MI: diabetes case study.
9	February 27 th	<i>MOTIVATIONAL INTERVIEWING</i> Lecturer: OP	In-class practice of motivational interviewing	
9	February 29 th	<i>PHYSICAL ACTIVITY MAINTENANCE</i> Lecturer: TL & OP	1. Maintenance – What is it? 2. The problem with maintenance Guest Lecture: Tayah Liska	
March 5th and March 7th : Reading Break				
10	March 12 th	<i>PHYSICAL ACTIVITY MAINTENANCE</i> Lecturer: OP	1. Enjoyment 2. Values 3. Reflection	
10	March 14 th	<i>PHYSICAL ACTIVITY & WELL-BEING</i> Lecturer: OP	1. Eudemonic versus Hedonic well-being 2. Positive psychology	

11	March 19 th	<i>PHYSICAL ACTIVITY & SELF-COMPASSION</i> Lecturer: OP	***Intervention Assignment Due***	Neff & Germer, 2018
11	March 21 st	<i>PHYSICAL ACTIVITY, MIINDFULNESS, & YOGA</i> Lecturer: OP		
12	March 26 th	<i>PHYSICAL ACTIVITY & NATURE</i> Lecturer: OP		
12	March 28 th	<i>PHYSICAL ACTIVITY, SOCIAL MEDIA, & RELATIONSHIPS</i> Lecturer: OP	***Podcast #2 Due***	
13	April 2 nd	<i>PHYSICAL ACTIVITY & MENTAL ILLNESS</i> Lecturer: OP	1. Anxiety 2. Depression	
13	April 4 th	<i>PHYSICAL ACTIVITY & MENTAL ILLNESS</i> Lecturer: LH & OP	1. Exercise dependency 2. Body image Guest Lecture: Laura Hallward	
14	April 9 th	<i>INTEGRATION OF TOPICS</i> Lecturer: SS & OP	***Concept Map Assignment Due***	

MCGILL POLICY STATEMENTS AND COURSE EXPECTATIONS

Attendance

Students are expected to be prepared for and to attend all classes. Assigned readings, including supplemental articles, should be read in advance of class in order to further understand and contribute to group and class discussions/activities. In-class group assignments will also be used to assess attendance (see above regarding details for the in-class assignments).

Course recording

Course recordings will be available for most classes. These course recordings are to serve as a tool to supplement student learning. Students should not rely on the recordings as the only source of course content as they will not capture all learning opportunities. Parts of the course are focused on active learning to which will not be always captured by the recordings. As such, parts or full classes may not be available.

Policy regarding the use of email

All emails and electronic correspondence will be sent through myCourses. It is your responsibility to verify the email address that is linked with myCourses (your McGill University email by default). We recommend students with questions about class material, exams or assignments can seek assistance from the teaching assistants first by email and then reach out to the course instructors. Remember that your classmates are your first line of correspondence, including the discussion on the myCourses discussion boards. Please have the course code **EDKP 448** as the subject line of your emails to ensure a prompt reply. I reserve the right **NOT** to answer any exam or assignment-related questions asked via email 24 to 36 hours prior to the exam or deadline of an evaluation.

Academic integrity

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (see www.mcgill.ca/students/srr/honest/ for more information). (Approved by Senate on 29 January 2003)

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).»

Artificial Intelligence (AI).

This course treats AI writing like any other form of plagiarism. AI generated text is citable discourse, i.e. students are not allowed to include it in their assignments without proper citation, and AI should not write the assignment. This course then maintains a policy that you may use AI tools (i.e., assistance in writing quality, brainstorming) to assist you in the process (thinking through an idea, assisting in writing, among others) of working on your assignments. However, all AI help needs to be explicitly acknowledged, and all AI generated text must be explicitly labelled. In your assignments, you agree to disclose the extent to which you used #chatGPT (or any other AI tools). All text written by AI must be quoted with the source of the model in

parentheses. At the end of your assignment and paper, please include the following statement. Failure to adequately disclose your AI use will result in a zero in your assignment and paper.

Statement:

“This assignment used (or did not use) AI for assisting in the following components of the writing and analytical process: *Choose none to four of the following:* conceptualizing, brainstorming, editing, sentence generation”

Language of Submission:

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

« Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue). »

Student Accessibility & Achievement (formerly Office for Students with Disabilities)

If you experience barriers to learning in this course, do not hesitate to discuss them with me and [Student Accessibility & Achievement](#).

End-of-course evaluations (Mercury)

“[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”

I also review all my end-of-course evaluations seriously with the goal of improving this course from year to year. Your constructive feedback is greatly appreciated.

Accommodation of religious holy days.

Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks' notice of each conflict. Possible solutions include: a) rescheduling the evaluation, or b) preparing an alternative evaluation for that particular student, or c) shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation. When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the Associate Dean, who may request official documentation confirming the student's religious affiliation. The Associate Dean will convey the decision to the instructor and student. For undergraduate students in the Faculty of Education, the Executive Director Student Affairs should be contacted.

Land Acknowledgement

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

Grading for the course

Grading is based on guidelines presented in the McGill University Calendar:

A	85-100%
A-	80-84%
B+	75-79%
B	70-74%
B-	65-69%
C+	60-64%
C	55-59%
D	50-54%
F	0-49%

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

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