

**Kinesiology & Physical Education: Applied Exercise Psychology (EDKP 548)****Winter 2022****Instructors Information**

Shane N. Sweet, Ph.D. (pronouns: he/him)

Office: Currie Gym, 203

Phone: 514-398-4184, ext. 09903

E-mail: [shane.sweet@mcgill.ca](mailto:shane.sweet@mcgill.ca)

Office hours: By appointment

Jordan D. Herbison, Ph.D. (pronouns: he/him)

Office: Currie Gym, 211

E-mail: [jordan.herbison@mcgill.ca](mailto:jordan.herbison@mcgill.ca)

Office hours: By appointment

**Course Format**

This course consists primarily of lectures, student presentations, group discussions, and in-class learning activities. There are no labs or tutorials for this course.

**Times and Location**

Lectures: Wednesdays, 2:35pm to 5:25pm

Location: Currie Gymnasium, Room 352

**Course Description**

This course examines common theories and interventions used to understand and promote physical activity in individual and group settings. We will review, discuss, and critically evaluate theories of health behavior change and learn, practice, and apply physical activity counselling strategies.

**Student Outcomes**

Upon completion of this course, students will:

- Understand fundamental theories in physical activity and health psychology
- Describe and explain the fundamental constructs, relationships, and mechanisms for health behaviour change
- Analyze, evaluate, and apply theories and health behaviour change concepts in a physical activity setting
- Apply knowledge of theory effective intervention approaches in a practical experience
- Use writing as a tool to consolidate learning and demonstrate understanding

**Course readings**

All readings will be posted on myCourses, except for the Motivational Interview readings which can be found online on the McGill Library: <https://mcgill.on.worldcat.org/oclc/788281018>

**Schedule of Class Topics and Readings**

WEEK	DATE	GENERAL TOPIC	SPECIFIC TOPIC	READINGS	TASKS TO BE COMPLETED
1	<b>JANUARY 5TH</b>	<b><u>THEORY BOOT CAMP</u></b>	Introduction & Course Outline Review  Social Cognitive Theory  Theory of Planned Behaviour	Young et al. (2014). Social cognitive theory and physical activity: A systematic review and meta-analysis. <i>Obesity Reviews</i> , 15, 983-995.  Rhodes & Dickau (2012). Experimental evidence for the intentions-behavior relationship in the physical activity domain: A meta-analysis. <i>Health Psychology</i> , 31, 724-727.	Week 1 Readings
2	<b>JANUARY 12TH</b>	<b><u>THEORY BOOT CAMP</u></b>	Social Identity Theory  Self-Categorization Theory	Stevens, M., Rees, T., Coffee, P., Steffens, N. K., Haslam, S. A., & Polman, R. (2017). A social identity approach to understanding and promoting physical activity. <i>Sports Medicine</i> , 47(10), 1911–1918. <a href="https://doi.org/10.1007/s40279-017-0720-4">https://doi.org/10.1007/s40279-017-0720-4</a>  Hornsey, M. J. (2008). Social identity theory and self-categorization theory: a historical review: social identity	Week 2 Readings

				theory and self-categorization theory. <i>Social and Personality Psychology Compass</i> , 2(1), 204–222. <a href="https://doi.org/10.1111/j.1751-9004.2007.00066.x">https://doi.org/10.1111/j.1751-9004.2007.00066.x</a>	
3	<u>JANUARY 19<sup>TH</sup></u>	<u><b>THEORY BOOT CAMP &amp; INTRODUCTION TO GROUP DYNAMICS</b></u>	Theories of Group Development  Conceptual Framework of Group Development	Tuckman, B. W. (1965). Developmental sequence in small groups. <i>Psychological Bulletin</i> , 63(6), 384–399. <a href="https://doi.org/10.1037/h0022100">https://doi.org/10.1037/h0022100</a>  Worchel, S. (1994). You can go home again : returning group research to the group context with an eye on developmental issues. <i>Small Group Research</i> , 25(2), 205–223. <a href="https://doi.org/10.1177/1046496494252004">https://doi.org/10.1177/1046496494252004</a>	Week 3 Readings  My Life with Groups (Assignment #1) Group Blog Post (in-class + 24hrs)
4	<u>JANUARY 26<sup>TH</sup></u>	<u><b>GROUP LEADERSHIP</b></u>	Universal and Situational Approaches to Leadership  Transformational Leadership Theory  Identity Leadership	Beauchamp, M. R., Barling, J., & Morton, K. L. (2011). Transformational teaching and adolescent self-determined motivation, self-efficacy, and intentions to engage in leisure time physical activity: a randomised controlled pilot trial. <i>Applied Psychology: Health and Well-Being</i> , 3(2), 127–150. <a href="https://doi.org/10.1111/j.1758-0854.2011.01048.x">https://doi.org/10.1111/j.1758-0854.2011.01048.x</a>  Steffens, N. K., Slade, E. L., Stevens, M., Haslam, S. A., & Rees, T. (2019). Putting the ‘we’ into workout: the association of identity leadership with exercise class attendance and effort, and the mediating role of group identification and comfort. <i>Psychology of Sport &amp; Exercise</i> , 45. <a href="https://doi.org/10.1016/j.psychsport.2019.101544">https://doi.org/10.1016/j.psychsport.2019.101544</a>	Week 4 Readings  Group Blog Post (in-class + 24hrs)
5	<u>FEBRUARY 2<sup>ND</sup></u>	<u><b>EMERGENT STATES &amp; GROUP INTERVENTIONS</b></u>	Group Cohesion  Group-Mediated Cognitive-Behavioral Interventions	Burke, S., Carron, A., & Shapcott, K. (2008). Cohesion in exercise groups: an overview. <i>International Review of Sport and Exercise Psychology</i> , 1(2), 107–123.  Brawley, L. R., Rejeski, W. J., & Lutes, L. (2000). A group-mediated cognitive-behavioral intervention for increasing adherence to physical activity in older adults. <i>Journal of Applied Biobehavioral Research</i> , 5(1), 47–65. <a href="https://doi.org/10.1111/j.1751-9861.2000.tb00063.x">https://doi.org/10.1111/j.1751-9861.2000.tb00063.x</a>	Week 5 Readings  Group Blog Post (in-class + 24hrs)
6	<u>FEBRUARY 9<sup>TH</sup></u>	<u><b>EMERGENT STATES &amp; GROUP INTERVENTIONS</b></u>	Social Identity  G4H Social Identity Interventions	Jetten, J., Haslam, C., Haslam, S. A., & Branscombe, N. R. (2009). The social cure. <i>Scientific American Mind</i> , 20(5), 26–33. <a href="https://doi.org/10.1038/scientificamericanmind0909-26">https://doi.org/10.1038/scientificamericanmind0909-26</a>  Haslam, C., Cruwys, T., Haslam, S. A., Dingle, G., & Chang, M. X.-L. (2016). Groups 4 health: evidence that a social-identity intervention that builds and strengthens social group membership improves mental health. <i>Journal of Affective Disorders</i> , 194, 188–195. <a href="https://doi.org/10.1016/j.jad.2016.01.010">https://doi.org/10.1016/j.jad.2016.01.010</a>	Week 6 Readings  My Life with Groups (Assignment #2)  Group Blog Post (in-class + 24hrs)

7	<b><u>FEBRUARY</u></b> <b><u>16<sup>TH</sup></u></b>	<b><u>SDT AND</u></b> <b><u>INTRO TO MI</u></b>	Self-determination Theory  Overview + spirit of MI	Chapter 1 of Ryan & Deci (2018). Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. The Guilford Press.  Ntoumanis, N., Ng, J., Prestwich, A., Queded, E., Hancox, J.E., Thøgersen-Ntoumani, C., Deci, E.L., Ryan, R.M., Lonsdale, C., & Williams, G.C. (2021) A meta-analysis of self-determination theory-informed intervention studies in the health domain: effects on motivation, health behavior, physical, and psychological health. <i>Health Psychology Review, 15</i> , 214-244, DOI: 10.1080/17437199.2020.1718529  Motivational Interviewing – Chapters 1, 2, 3	Week 7 Readings  Identified a BCC “client”
8	<b><u>FEBRUARY</u></b> <b><u>23<sup>RD</sup></u></b>	<b><u>MOTIVATIONAL</u></b> <b><u>INTERVIEWING</u></b>	Motivational interviewing: OARS and Values  Focus & Change and sustain talk  MI Practice	Motivational Interviewing – Chapters 4 to 9, 12	Week 8 Readings
	<b><u>MARCH</u></b> <b><u>2<sup>ND</sup></u></b>	READING WEEK – NO CLASSES			
9	<b><u>MARCH</u></b> <b><u>9<sup>TH</sup></u></b>	<b><u>MOTIVATIONAL</u></b> <b><u>INTERVIEWING</u></b> <b><u>AND GOAL</u></b> <b><u>SETTING</u></b>	Discussion about 1st session (Leads:) MI: Change and sustain talk  Behaviour change techniques (BCT)  BCT: goal setting	MI chapters: 13, 14, 15  Michie et al. (2013). The behavior change technique taxonomy (v1) of 93 hierarchically clustered techniques: Building an international consensus for the reporting of behavior change interventions. <i>Annals of Behavioral Medicine, 46</i> , 81-95. (including taking a look at the Word document)  Swann, C., Rosenbaum, S., Lawrence, A., Vella, S.A., McEwan, D., & Ekkekakis, P. (2021) Updating goal-setting theory in physical activity promotion: a critical conceptual review, <i>Health Psychology Review, 15</i> , 34-50, DOI: 10.1080/17437199.2019.1706616	Week 9 Readings  1 <sup>st</sup> BCC session completed  <a href="#">Leads: Song-Ah;</a> <a href="#">Madison;</a> <a href="#">Lisa</a> Transcription of 1 <sup>st</sup> BCC
10	<b><u>MARCH</u></b> <b><u>16<sup>TH</sup></u></b>	<b><u>MOTIVATIONAL</u></b> <b><u>INTERVIEWING &amp;</u></b> <b><u>ACTION PLANS</u></b>	Discussion about 2 <sup>nd</sup> session (Leads:)  MI: Evoking confidence & practice  Health Action Process Approach  BCT: Action planning	MI – chapters 16, 19  Schwarzer (2008). Modeling health behavior change: How to predict and modify the adoption and maintenance of health behaviors. <i>Applied Psychology, 27</i> , 1-29.	Week 10 Readings  2 <sup>nd</sup> BCC session completed  <a href="#">Leads:</a> <a href="#">Chrissy;</a> <a href="#">Nour;</a> <a href="#">Marc</a> Transcription of 2 <sup>nd</sup> BCC  MI Reflection

11	<u>MARCH 23<sup>RD</sup></u>	<i>MOTIVATIONAL INTERVIEWING &amp; SOCIAL SUPPORT</i>	Discussion about 3 <sup>rd</sup> session (Leads:) MI: strengthening commitment BCT: Social support identification (Restructuring the social environment)	MI – chapters 21, 22  Scarapicchia, T.M.F, Amireault, S., Faulkner, G. & Sabiston, C. M. (2017) Social support and physical activity participation among healthy adults: a systematic review of prospective studies. <i>International Review of Sport and Exercise Psychology</i> , 10, 50-83, DOI: 10.1080/1750984X.2016.1183222	Week 11 Readings  3 <sup>rd</sup> BCC session  Leads: Melanie; Ally; Cher; Transcription of 3 <sup>rd</sup> BCC
12	<u>MARCH 30<sup>TH</sup></u>	<u>BEHAVIOUR CHANGE WHEEL AND PHYSICAL ACTIVITY INTERVENTIONS</u>	Discussion about 4 <sup>th</sup> session (Leads:) Overview of next week's presentations Behaviour Change Wheel, BCTs, and discussion on interventions	Michie, S., van Stralen, M.M. & West, R. (2011) The behaviour change wheel: A new method for characterising and designing behaviour change interventions. <i>Implementation Sci</i> 6, 42. <a href="https://doi.org/10.1186/1748-5908-6-42">https://doi.org/10.1186/1748-5908-6-42</a>  Spring, B., Champion, K.E., Acabchuk, R., & Hennessy, E. A. (2021) Self-regulatory behaviour change techniques in interventions to promote healthy eating, physical activity, or weight loss: a meta-review, <i>Health Psychology Review</i> , 15:4,508-539, DOI: <a href="https://doi.org/10.1080/17437199.2020.1721310">10.1080/17437199.2020.1721310</a>	Week 12 Reading  4 <sup>th</sup> BCC session  Leads: Jason; Sydney; Transcription of 4 <sup>th</sup> BCC
13	<u>APRIL 6<sup>TH</sup></u>	<u>PRESENTATIONS</u>	Student presentations		MI Report

Note. BCC = Behaviour Change Counselling. 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.

### Evaluation

Method	Date	Grade
Class Participation		20%
My Life With Groups: Personal Reflection	1 <sup>st</sup> Assignment: January 19 <sup>th</sup> - 2 <sup>nd</sup> Assignment: February 9 <sup>th</sup>	10%
Group Blog Posts	Weekly, January 19 <sup>th</sup> to February 9 <sup>th</sup>	20%
Physical Activity Counselling Discussion lead	TBD (once between March 9 <sup>th</sup> and March 30 <sup>th</sup> )	10%
Physical Activity Counselling Reflection & Final Report	March 16 <sup>th</sup> & April 6 <sup>th</sup>	20%
Exercise Psychology Topic Presentation	April 6 <sup>th</sup>	20%

### Class Participation

Students are expected to attend each class prepared and to be actively engaged with the content. Examples of active engagement include playing an equal role in group activities, providing comments and asking questions that feed the discussions, and respectively assisting a classmate with course material. Meaningful and intellectual contributions are highly valued. Class participation is therefore not counted solely by quantity of participation in class.

### My Life With Groups (MLWG): Personal Reflections

This assignment is meant to have students reflect on their experiences with groups. There will be two submissions, one at the beginning of term (January 19<sup>th</sup>) and one in the middle of term (February 9<sup>th</sup>).

**Assignment one** will involve a social mapping exercise followed by a personal reflection of your involvement with one of those groups (you cannot use your family for the example). See more complete description on myCourses. Generally, you will WRITE A BRIEF 500 word (max) PARAGRAPH DESCRIBING:

- (1) Why you selected this group.
- (2) What you feel the purpose of this group's existence was.
- (3) How you individually contributed to the group's functioning.

**Assignment two** will extend from Assignment one. See more complete description on myCourses. Generally, you will use one of the groups you identified

in your map (it can be the same one used for assignment one), to demonstrate your knowledge from course content to reflect on important elements of that group.

For both MLWG assignments, your audience is a **classmate**.

### **Guidelines/Evaluation**

You will submit your assignments **prior to 8pm** on the day assigned, and each will be worth 5%. The assignments will be evaluated based on the guidelines for word length and presence and comprehensiveness of responses to questions asked.

**DUE DATES:** #1 is due January 19<sup>th</sup>/#2 is due February 9<sup>th</sup>.

### **Why Bother?**

This two-part assignment is a low stakes opportunity to first reflect on your involvement with an important group in your life, then to engage with the academic literature to more thoroughly explore how theory and research can help you understand your experience.

#### **Through this assignment, you will:**

Work on writing succinctly.

Reflect on the way you thought prior to exposure to course content.

Explore personal experiences in relation to course content.

### **Group Blog Posts**

This assignment is meant to have students work as a team to apply their learnings about group dynamics to case studies. There will be one practice submission (January 12<sup>th</sup>) and four submissions that will contribute a total of 20% towards students' final grades.

### **Guidelines/Evaluation**

From the second week of the semester (January 12<sup>th</sup>) until week 6 (February 9<sup>th</sup>), the last 45 minutes of each class will be dedicated to a small group exercise. Students will be randomly assigned to one of three groups on January 12<sup>th</sup>. During the 45 minutes, you will discuss that week's readings and lecture with your group and draw on this information to write a short integrative blog post that analyzes a case or cases. The blog post will be posted on myCourses (viewable only by members of the class) no later than 4pm, the following day (Thursday). Each post has a strict 300 word limit. The first blog post (January 12<sup>th</sup>) will not count towards your final grade, but provide an opportunity to familiarize yourself with the process and receive feedback intended to help you succeed in subsequent weeks. The remaining four blog posts (January 19<sup>th</sup> to February 9<sup>th</sup>) will contribute 5% to your final grade (4 blog posts x 5% = 20% of final grade).

### **Why Bother?**

This four-part assignment is a low stakes opportunity to first reflect on and apply course content to practical examples, while also experiencing group dynamics in action with your classmates

#### **Through this assignment, you will:**

Get practice applying course content to practical examples.

Work on collaboration and communication skills.

Work on writing succinctly.

### **Physical Activity Counselling assignments**

Details of the physical activity counselling assignments (lead, reflection, and final report) are outlined in a separate document posted on myCourses.

### **Mutual Expectations**

In order to promote a collegial and stimulating learning environment, it is important that we all abide by a mutual code of *courtesy and respect*. We will come prepared and on time for class and will expect the same from you. To prepare for class you are required to read the background readings and each of the articles that will be presented. Questions, discussions, and constructive comments pertaining to class material are encouraged, and always welcome.

In service of your learning experience, please do not use cell phones and other electronic devices/social media during class (e.g., texting, Facebook, twitter, iPods, etc.), and refrain from activities which may impede your ability, or the ability of those around you, to learn effectively.

We are approachable; if you are having problems with any aspect of the course, please make an appointment to speak with either one of us.

### **McGill University Policy on Academic Conduct [approved by Senate on 29 January 2003]:**

McGill University values academic integrity. Honesty and integrity are expected of every student in class participation, examinations, assignments, patient care, and other academic work. Every student must perform his or her own work unless specifically instructed otherwise. Students are encouraged to review the Code of Student Conduct and Disciplinary Procedures at: ([www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)) to understand the meaning and consequences of cheating, plagiarism, and other academic offences.

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/](http://www.mcgill.ca/students/srr/honest/)).

### **Language of Submission**

"In accord with McGill University's [Charter of Student 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. »

### **Health and safety guidelines**

Please note that this format for the delivery of this course is unusual and must respect the guidelines of health and safety ([General health guidelines | Coronavirus information - McGill University](#)). It is explained by our current extraordinary circumstances, and aims to allow you, as students, to complete this term with the requisite knowledge for this course, and to succeed in your assessments. I ask for everyone's collaboration and cooperation in ensuring that these guidelines are respected. On August 6, the Government of Quebec announced the government directives for the start of the Fall term, including no distancing in classrooms. Based on this announcement and our previous planning, McGill developed directives, which are detailed on the University's Coronavirus website. Please note that these conditions may change at anytime following new directives from the government or the University.

### **DISTANCING**

The status of physical distancing is now:

- No distancing in classrooms,
- One metre in common areas, including shared research spaces, laboratories, offices, and other workplaces.
- Two metres required when eating or drinking, working out in fitness centres.

### **MASKS**

*Procedural* masks **are required in all indoor spaces at McGill**, including classrooms.

However, Professor do not need to wear a mask if you are teaching and remain at least two metres away from others. When students are in class on campus, i.e., in person, they are required to wear masks.

### **DAILY HEALTH CHECK FORM**

Students are strongly encourage to assess their health using the self-assessment found in [General health guidelines | Coronavirus information - McGill University](#)

### **CLASSROOM VENTILATION**

- All centrally booked classrooms that are being used in the Fall 2021 term have been assessed to ensure ventilation follows the Government's COVID-19 guidelines.

### **VACCINATION**

- Proof of vaccination is not required for students and instructors to engage in teaching activities on our campuses.
- McGill have been promoting vaccination to the members of our community, including through regular emails and a social media campaign, and will host a walk-in vaccination clinic on the downtown campus at the start of term.
- Information on vaccinations (booking appointments, registering vaccines received outside of Quebec, resources) can be found on the Get Vaccinated webpage.

### **Equity, Diversity and Inclusion**

We wholeheartedly support equity, diversity and inclusion in all settings, including in the academic setting. Having said that, we may not have the opportunity to know your individual experiences and backgrounds. We will try to get to know everyone and do our best to promote an inclusive environment. If we have unintentionally made anyone feel excluded, please come speak with us. Education is the best way for us to learn and grow to ensure that everyone has an opportunity for a safe space during your time at McGill and, specifically, in our classes. Please do not hesitate to approach either of us on any matters related to equity, diversity, and including. Thank you in advance for your co-operation.

### **Policy regarding the use of email**

All emails and electronic correspondence will be sent through myCourses. It is your responsibility to verify, at least twice a week, the email address that is linked with myCourses (your McGill University email by default). We recommend students with questions about class material and assignments seek assistance from us **before/after class or by appointment**. Remember that your classmates are your first line of correspondence. If you email us, please have the course code **EDKP 548 as the subject line of your emails** to ensure a prompt reply. We reserve the right **NOT** to answer any assignment-related questions asked via email one to two business days prior to the deadline of an evaluation (and especially on weekends).

### **Office for Students with Disabilities**

If you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.

### **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 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.

### **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%

© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.