

Kinesiology & Physical Education: Applied Exercise Psychology (EDKP 548)

Winter 2023

Instructors Information

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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: Tuesdays, 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:

1. Understand fundamental theories in physical activity and health psychology
2. Describe and explain the fundamental constructs, relationships, and mechanisms for health behaviour change
3. Analyze, evaluate, and apply theories and health behaviour change concepts in a physical activity setting
4. Apply knowledge of theory effective intervention approaches in a practical experience
5. 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	JANUARY 10 TH	<i>THEORY BOOT CAMP</i>	<ol style="list-style-type: none"> 1. Introduction & Course outline 2. Theories 3. Social cognitive theory 4. Theory of planned behaviour 	<ul style="list-style-type: none">  Rhodes, McEwan, & Rebar (2019) Theories of physical activity behaviour change: A history and synthesis of approaches. <i>Psychology of Sport and Exercise</i>, 42, 100-109  Young et al. (2014). Social cognitive theory and physical activity: A systematic review and meta-analysis. <i>Obesity Reviews</i>, 15, 983-995.  Ajzen, I. The theory of planned behavior: Frequently asked questions. <i>Hum Behav & Emerg Tech</i>. 2020; 2: 314– 324. https://doi.org/10.1002/hbe2.195 	 Week 1 Readings
2	JANUARY 17 TH	<i>THEORY BOOT CAMP</i>	<ol style="list-style-type: none"> 1. Transtheoretical Model 2. Health Action Process Approach 	<ul style="list-style-type: none">  Romain et al., (2018). Matched or nonmatched interventions based on the transtheoretical model to promote physical activity. A meta-analysis of randomized controlled trials. <i>Journal of Sport and Health Science</i>, 7, 50-57  Schwarzer (2008). Modeling health behavior change: How to predict and modify the adoption and maintenance of health behaviors. <i>Applied Psychology</i>, 27, 1-29. 	 Week 2 Readings
3	JANUARY 24 TH	<i>THEORY BOOT CAMP & MOTIVATIONAL INTERVIEWING</i>	<ol style="list-style-type: none"> 1. Self-determination Theory 2. Overview + spirit of MI 	<ul style="list-style-type: none">  Chapter 1 of Ryan & Deci (2018). Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. The Guilford Press.  Motivational Interviewing – Chapters 1, 2, 3 	<ul style="list-style-type: none">  Week 3 Readings  Complete MI Module

				MI Module 1: https://rise.articulate.com/share/wL_1YK1i2M7966MzcM6zQdAqzla4MWO3	
4	JANUARY 31 ST	<i>MOTIVATIONAL INTERVIEWING</i>	1. Motivational interviewing: OARS and Values 2. MI: Practice and Readyng for 1 st session	<ul style="list-style-type: none"> 📖 Motivational Interviewing – Chapters 4, 5, 6, 7 📖 MI Module 2: https://rise.articulate.com/share/j5DiWjQ_A_SdRfdvC_c7osfVGNPytyNLf 📖 MI Module 3: https://rise.articulate.com/share/sjesqVHOfbC35iFFmY5BAOCT7lbWVLYD 	<ul style="list-style-type: none"> 📖 PAC client identified 📖 Week 4 readings 📖 Complete MI Modules
5	FEBRUARY 7 TH	<i>THEORY BOOT CAMP & MOTIVATIONAL INTERVIEWING</i>	1. Discussion about 1st session (Leads:) 2. Behaviour Change Wheel 3. MI: Focus & Change and sustain talk	<ul style="list-style-type: none"> 📖 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. https://doi.org/10.1186/1748-5908-6-42 📖 MI – chapters 8, 9, 12 	<ul style="list-style-type: none"> 📖 Week 5 Readings 📖 1st PAC session completed 📖 Leads: Transcription of 1st BCC
6	FEBRUARY 14 TH	<i>MOTIVATIONAL INTERVIEWING</i>	1. Discussion about 2nd session (Leads:) 2. MI: Change and sustain talk 3. Catch-up	<ul style="list-style-type: none"> 📖 MI chapters: 13, 14, 15 	<ul style="list-style-type: none"> 📖 Week 6 Readings 📖 2nd PAC session completed 📖 Leads: Transcription of 2nd PAC
7	FEBRUARY 21 ST	<i>BEHAVIOUR CHANGE TECHNIQUES (BCTS)</i>	1. Discussion about 3rd session (Leads:) 2. Behaviour change	<ul style="list-style-type: none"> 📖 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</i>, 	<ul style="list-style-type: none"> 📖 Week 7 Readings 📖 3rd PAC session completed

			techniques (BCT) 3. Self-monitoring	46, 81-95. (including taking a look at the Word document) 📖 Self-Monitoring Module: https://rise.articulate.com/share/40UKNyAkL18RcOHCe1caWjDhwGu2Yafh	📖 Leads: Transcription of 3 rd PAC 📖 Complete self-monitoring module
	FEBRUARY 28 TH	📖 READING WEEK – NO CLASSES			
8	MARCH 7 TH	<i>MOTIVATIONAL INTERVIEWING AND BCTS</i>	1. Discussion about 4th session (Leads:) 2. MI: Evoking confidence & practice 3. BCT: goal setting	📖 MI – chapters 16, 19 📖 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</i> , 15, 34-50, DOI: 10.1080/17437199.2019.1706616 📖 Goal setting module: https://rise.articulate.com/share/4jiokgVfxjVAR3rFsv4lJKYbDizu7YFB	📖 Week 8 Readings 📖 4 th PAC session 📖 Leads: Transcription of 4 th PAC 📖 Complete goal setting module
9	MARCH 14 TH	<i>MOTIVATIONAL INTERVIEWING AND BCTS</i>	1. Discussion about 5 th session (Leads:) 2. MI: strengthening commitment 3. BCT: Action planning and Problem Solving	📖 MI – chapters 21, 22 📖 Action Planning and Problem Solving Module: https://rise.articulate.com/share/mOyrbF2849mwMwO_3lHGqBVrCdUMg9Li	📖 Week 9 Readings 📖 5 th PAC session 📖 Leads: Transcription of 5 th PAC 📖 Complete action planning module
10	MARCH 21 ST	<i>SOCIAL SUPPORT & MOTIVATIONAL INTERVIEWING</i>	1. Discussion about 6th session (Leads:) 2. Social support	📖 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</i>	📖 Week 10 Readings 📖 6 th PAC session

			3. BCT: Restructuring the social environment	<i>Exercise Psychology</i> , 10, 50-83, DOI: 10.1080/1750984X.2016.1183222 📖 Social Support Module: https://rise.articulate.com/share/Ag8jDLYLmqkBTaAQ-wtKjgyoZjfhPIDN	📖 Leads: Transcription of 6 th PAC 📖 Complete Social Support Module
11	MARCH 28 TH	<i>MOTIVATIONAL INTERVIEWING</i>	1. Discussion about MI Experience (Leads:) 1. BCT Enactment and coaching 2. Overview of presentations	📖 Hankonen, N. (2021). Participants' enactment of behavior change techniques: A call for increased focus on what people do to manage their motivation and behavior. <i>Health Psychology Review</i> , 15(2), 185–194. https://doi.org/10.1080/17437199.2020.1814836	📖 Week 11 Readings 📖 Leads: Transcription of 6 th PAC
12	APRIL 4 TH	<i>PHYSICAL ACTIVITY INTERVENTIONS</i>	2. Physical activity interventions	📖 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. 📖 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:	📖 Week 12 Reading 📖 MI Report
13	APRIL 11 TH	<i>PRESENTATIONS</i>	Student presentations		

Note. PAC = Physical Activity 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		25%
Physical Activity Counselling Discussion lead	TBD (once between February 7 th and March 28 th)	15%
Physical Activity Counselling Reflections	February 21 st & March 21 st	20%
Physical Activity Counselling Final Report	April 4 th	15%
Choice: Impress Me or Exercise psychology topic Presentation Assignment	April 11 th	25%

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.

Physical Activity Counselling assignments

Details of the physical activity counselling assignments (lead, reflections, 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*. I 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.

I am approachable; if you are having problems with any aspect of the course, please make an appointment to speak with me.

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). I 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 me, please have the course code EDKP 548 as the subject line of your emails to ensure a prompt reply. I 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).

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/) 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/).

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.

Equity, Diversity and Inclusion

I wholeheartedly support equity, diversity and inclusion in all settings, including in the academic setting. Having said that, I may not have the opportunity to know your individual experiences and backgrounds. I will try to get to know everyone and do my best to promote an inclusive environment. If I have unintentionally made anyone feel excluded, please come speak with me. Education is the best way for me 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 me on any matters related to equity, diversity, and including. Thank you in advance for your co-operation.

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 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%

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