

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

Winter 2024

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 152

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 and oral presentations 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 9 TH	<i>COURSE INTRO</i>	<ol style="list-style-type: none"> 1. Introduction & Course outline 2. Theories 3. Introduction and your journey to physical activity counselling. 	<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  Motivational Interviewing – Chapters 1 	Week 1 Readings
2	JANUARY 16 TH	<i>THEORY AND MI</i>	<ol style="list-style-type: none"> 1. Self-determination Theory 2. Overview + spirit of MI 	<p>Chapter 1 of Ryan & Deci (2018). <i>Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness</i>. The Guilford Press.</p> <p>Motivational Interviewing – Chapters 2, 3 MI Module 1</p>	<p>Week 2 Readings</p> <p>Complete MI Module</p>
3	JANUARY 23 RD	<i>THEORY AND MI</i>	<ol style="list-style-type: none"> 1. Motivational interviewing: OARS and Values 2. MI: Practice 	<p>Motivational Interviewing – Chapters 4, 5, 6, 7 MI Module 2 MI Module 3</p>	<p>Week 2 Readings</p> <p>Complete MI Modules</p>
4	JANUARY 30 TH	<i>THEORY AND MI</i>	<ol style="list-style-type: none"> 1. Student presentation: Theory planned behaviour 2. MI: Focus & Change and sustain talk 	<p>MI – chapters 8, 9, 12</p>	<p>Week 4 reading</p> <p>PAC client identified</p>

5	FEBRUARY 6 TH	<i>THEORY AND MI</i>	<ol style="list-style-type: none"> 1. Student presentation: Habit theory (Habit formation) 2. MI: Change and sustain talk 3. MI: Ready for 1st session – Guest lecture: Gabrielle Bedard 	MI chapters: 13, 14, 15	Week 5 Readings
6	FEBRUARY 13 TH	<i>THEORY AND BCTS</i>	<ol style="list-style-type: none"> 1. Student presentation: Transtheoretical Model 2. Discussion about 1st session (Leads:) 3. BCT Enactment and coaching 4. BCT: Self-monitoring 	<p>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, 15</i>(2), 185–194. https://doi.org/10.1080/17437199.2020.1814836</p> <p>Self-Monitoring Module</p>	<p>Week 6 Readings</p> <p>1st PAC session completed</p>
7	FEBRUARY 20 TH	<i>THEORY AND BCTS</i>	<ol style="list-style-type: none"> 1. Student presentation: HAPA 2. Discussion about 2nd session (Leads:) 3. BCT: Goal setting, Action planning and Problem Solving 	<p>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</p> <p>Goal setting module: https://rise.articulate.com/share/4jioKgVfxjVAR3rFsV4IJKYbDIzu7YFB</p> <p>Action Planning and Problem Solving Module: https://rise.articulate.com/share/mOyrbF2849mwMwO_3lHGqBVrCdUMg9Li</p>	<p>Week 7 Readings</p> <p>2nd PAC session completed</p> <p>Complete action planning module</p>

8	FEBRUARY 27 TH	<i>THEORY</i> *** ONLINE ZOOM LECTURE	<ol style="list-style-type: none"> 1. Discussion about 3rd session (Leads:) 2. Student presentation: Self-efficacy/ Social cognitive theory 3. Guest lecture: Krista Best 	MI – chapters 16	<p>Week 8 Readings</p> <p>3rd PAC session completed</p>
	MARCH 5 TH	 READING WEEK – NO CLASSES			
9	MARCH 12 TH	<i>MOTIVATIONAL INTERVIEWING AND BCTS</i>	<ol style="list-style-type: none"> 1. Student presentation: Behaviour change wheel (COM-B) 2. Discussion about 4th session (Leads:) 3. MI: strengthening commitment 	 MI – chapters 21, 22	<p>Week 9 Readings</p> <p>4th PAC session completed</p>
10	MARCH 19 TH	<i>MOTIVATIONAL INTERVIEWING AND BCTS</i>	<ol style="list-style-type: none"> 1. Discussion about 5th session (Leads:) 2. Social support 3. BCT: Restructuring the social environment 	<p>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</p> <p>Social Support Module</p>	<p>Week 10 Readings</p> <p>5th PAC session completed</p> <p>Complete Social Support Module</p>
11	MARCH 26 TH	<i>MI AND CATCH-UP</i>	<ol style="list-style-type: none"> 1. Discussion about 6th session (Leads:) 2. MI Experience Activities 		<p>Week 11 Readings</p> <p>6th PAC session completed</p>

			3. Catch-up 4. Overview of final presentations		
12	APRIL 2 ND	<i>PHYSICAL ACTIVITY INTERVENTIONS</i>	1. Discussion about MI Experience (Leads:) 2. Designing physical activity interventions and programs	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 9 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
Theory: Group presentations		20%
Physical Activity Counselling Discussion lead	TBD (once between February 6 th and March 26 th)	15%
Physical Activity Counselling Reflections	February 20 th & March 19 th	20%
Physical Activity Counselling Final Report	April 2 nd	15%
Choice: Impress Me or Exercise psychology topic Presentation Assignment	April 9 th	20%
Class Participation		10%

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

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. »

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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