

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

Winter 2019

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: Mondays, 11:30am to 2:30pm
Location: Currie Gymnasium, Room 305

Course Description

This course examines common theories and interventions used to understand and promote physical activity. 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 the fundamental theories in physical activity and health psychology
2. Describe and explain the fundamental constructs, relationships, and mechanisms for health behaviour change
3. Analyze and evaluate theories and the application of those theories in physical activity and health behaviour interventions
4. Apply knowledge of theory effective intervention approaches in a practical experience
5. Take a critical and theoretical eye to an existing health promotion program

Schedule of Class Topics and Readings

WEEK	DATE	GENERAL TOPIC	SPECIFIC TOPIC	READINGS	TASKS TO BE COMPLETED
1	JANUARY 7 TH	THEORY BOOT CAMP	<ol style="list-style-type: none"> 1. Introduction & Course outline 2. Social Cognitive Theory 3. Theory of Planned Behaviour 	<p>Required in-depth readings:</p> <ul style="list-style-type: none"> 📖 Bandura (1977). Self-efficacy: Toward a unifying theory of behavioral change. <i>Psychological Review</i>, 84(2), 191-215. 📖 Williams (2010). Outcome expectancy and self-efficacy: Theoretical implications of an unresolved contradiction. <i>Personality and Social Psychology Review</i>, 14(1), 417-425. 📖 Ajzen (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i>, 50, 179-211. 📖 Sniehotta et al. (2014). Time to retire the theory of planned behaviour. <i>Health Psychology Review</i>, 8, 1-7. <p>Required overview readings:</p> <ul style="list-style-type: none"> 📖 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	JANUARY 14 TH	THEORY BOOT CAMP + INTRO TO MOTIVATIONAL INTERVIEWING	<ol style="list-style-type: none"> 1. Self-determination Theory 2. Overview + spirit of MI 	<ul style="list-style-type: none"> 📖 Deci & Ryan (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. <i>Psychological Inquiry</i>, 11, 227-268. 📖 Teixeira et al. (2012). Exercise, physical activity, and self-determination theory: A systematic 	📖 Week 2 Readings

				<p>review. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 9: 78 http://www.ijbnpa.org/content/9/1/78</p> <p>📖 Motivational Interviewing – Chapters 1, 2, 3, 4</p>	
3	JANUARY 21 ST	<i>THEORY BOOT CAMP</i>	<ol style="list-style-type: none"> 1. Transtheoretical Model 2. Health Action Process Approach 	<p>📖 Prochaska et al. (2008). The transtheoretical model and stages of change. In K. Glanz, B. K. Rimer, K. Viswanath (Eds.), <i>Health Education: Theory, Research and Practice</i> (pp. 97-122). San Francisco, CA: Jossey-Bass.</p> <p>📖 West (2005). Time for a change: putting the Transtheoretical (Stages of Change) Model to rest. <i>Addiction</i>, 100, 1036-1039.</p> <p>📖 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.</p> <p>📖 Martin Ginis et al. (2013). Developing physical activity interventions for adults with spinal cord injury. Part 1: A comparison of social cognitions across actors, intenders, and nonintenders. <i>Rehabilitation Psychology</i>, 58, 299-306.</p> <p>📖 Schwarzer et al. (2008). Social-cognitive predictors of physical exercise adherence: Three longitudinal studies in rehabilitation. <i>Health Psychology</i>, 27, S54-S63.</p>	📖 Week 3 Readings
4	JANUARY 28 TH	<i>THEORY BOOT CAMP</i>	<ol style="list-style-type: none"> 1. Self-regulation 2. Behaviour change techniques 	<p>📖 Muraven & Baumeister (2000). Self-regulation and depletion of limited resources: Does self-control resemble a muscle? <i>Psychological Bulletin</i>, 126(2), 247-259.</p>	📖 Week 4 Readings

				<p>📖 Hagger & Chatzisarantis (2016). A multilab preregistered replication of the ego-depletion effect. <i>Perspectives on Psychological Science</i>, 11, 546-573.</p> <p>📖 Bray et al. (2015). Self-control training leads to enhanced cardiovascular exercise performance. <i>Journal of Sports Sciences</i>, 33(5), 534-543.</p> <p>📖 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>, 46, 81-95.</p> <p>📖 Hagger & Hardcastle (2014). Interpersonal style should be included in taxonomies of behavior change techniques. <i>Frontiers in Psychology</i>, 5, article 254.</p>	
5	FEBRUARY 4 TH	<i>THEORY AND MOTIVATIONAL INTERVIEWING</i>	<ol style="list-style-type: none"> Theoretical Domain Framework Motivational interviewing: OARS and Values 	<p>📖 Cane et al. (2012). Validation of the theoretical domains framework for use in behaviour change and implementation research. <i>Implementation Science</i>, 7:37 http://www.implementationscience.com/content/7/1/37</p> <p>📖 Motivational Interviewing – Chapters 5, 6, 7</p>	<p>📖 Week 5 Readings</p> <p>📖 Identified a BCC “client”</p>
6	FEBRUARY 11 TH	<i>MOTIVATIONAL INTERVIEWING</i>	<ol style="list-style-type: none"> Change and sustain talk 	<p>📖 MI – chapters 12, 13, 14, 15</p>	<p>📖 Week 6 Readings</p>
7	FEBRUARY 18 TH	<i>GOAL SETTING, PLANNING & SELF-MONITORING</i>	<ol style="list-style-type: none"> Discussion about 1st session (Leads:) Goal setting 	<p>📖 Strecher et al. (1995). Goal setting as a strategy for health behavior change. <i>Health Education Quarterly</i>, 22, 190-200.</p> <p>📖 Gollwitzer & Brandstatter (1997). Implementation intentions and effective goal</p>	<p>📖 Week 7 Readings</p> <p>📖 1st BCC session</p>

			3. Action planning and Implementation intentions	<p>pursuit. <i>Journal of Personality and Social Psychology</i>, 73(1), 186-199.</p> <p>📖 Carraro & Gaudreau (2013). Spontaneous and experimentally induced action planning and coping planning for physical activity: A meta-analysis. <i>Psychology of Sport and Exercise</i>, 14, 228-248.</p> <p>📖 Additional readings TBD</p>	📖 Leads: Transcription of 1 st BCC
8	FEBRUARY 25 TH	MOTIVATIONAL INTERVIEWING	<p>1. Discussion about 2nd session (Leads:)</p> <p>2. Evoking confidence and strengthening commitment</p> <p>3. MI practice</p>	📖 MI – chapters 16, 19, 21	<p>📖 Week 8 Readings</p> <p>📖 2nd BCC session</p> <p>📖 Leads: Transcription of 2nd BCC</p>
	MARCH 4 TH	READING WEEK – NO CLASSES			
9	MARCH 11 TH	SOCIAL INFLUENCES	<p>1. Discussion about 3rd session (Leads:)</p> <p>2. Social influences and theories: Where does it fit in physical activity promotion?</p>	<p>📖 Caron et al. (1996). Social influence and exercise: A meta-analysis. <i>Journal of Sport and Exercise Psychology</i>, 18, 1-16.</p> <p>📖 Martin Ginis et al. (2013). Peer-delivered physical activity interventions: An overlooked opportunity for physical activity promotion. <i>Translational Behavioral Medicine</i>, 3, 434-443.</p> <p>📖 Rackow et al. (2015). Received social support and exercising: An intervention study to test the enabling hypothesis. <i>British Journal of Health Psychology</i>, 20, 763-776.</p> <p>📖 Additional readings TBD</p>	<p>📖 Week 9 Readings</p> <p>📖 3rd BCC session</p> <p>📖 Leads: Transcription of 3rd BCC</p>

10	MARCH 18 TH	MESSAGING	<ol style="list-style-type: none"> 1. Discussion about 4th session (Leads:) 2. Targeted and tailored message 3. Elaboration Likelihood Model 	<p>📖 Latimer et al. (2008). A field experiment testing the utility of regulatory fit messages for promoting physical activity. <i>Journal of Experimental Social Psychology</i>, 44(3), 826-832.</p> <p>📖 Briñol & Petty (2006). Fundamental processes leading to attitude change: Implications for cancer prevention communications. <i>Journal of Communication</i>, 56(s1), S81-S104.</p> <p>📖 Schmid et al. (2008). Targeting or tailoring? Maximizing resources to create effective health communications. <i>Marketing Health Services</i>, 28(1), 32.</p> <p>📖 Latimer et al. (2010). A systematic review of three approaches for constructing physical activity messages: What messages work and what improvements are needed? <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 7:36</p> <p>📖 Additional readings TBD</p>	<p>📖 Week 10 Readings</p> <p>📖 4th BCC session</p> <p>📖 Leads: Transcription of 4th BCC</p>
11	MARCH 25 TH	ROLE OF EMOTIONS & NEXT STEPS IN PHYSICAL ACTIVITY PSYCHOLOGY	<ol style="list-style-type: none"> 1. Discussion about 5th session (Leads:) 2. Role of Emotions 3. Next Steps in Physical Activity Theory 	<p>📖 Ekkekakis et al. (2008). The relationship between exercise intensity and affective responses demystified: To crack the forty-year-old nut, replace the forty-year-old nutcracker! <i>Annals of Behavioral Medicine</i>, 35(2), 136-149.</p> <p>📖 Castonguay et al. (2015). Body-Related Self-Conscious Emotions Relate to Physical Activity Motivation and Behavior in Men. <i>American Journal of Men's Health</i>, 9(3), 209-221.</p> <p>📖 Rothman (2004). "Is there nothing more practical than a good theory?": Why innovations and advances in health behavior change will arise if interventions are used to test and refine theory. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 1, 11.</p>	<p>📖 Week 11 Readings</p> <p>📖 5th BCC session</p> <p>📖 Leads: Transcription of 5th BCC</p>

				<p>📖 Rhodes & Nigg (2011). Advancing Physical Activity Theory: A Review and Future Directions. <i>Exercise and Sport Sciences Reviews</i>, 39, 113-119.</p> <p>📖 Head & Noar (2014). Facilitating progress in health behaviour theory development and modification: the reasoned action approach as a case study. <i>Health Psychology Review</i>, 8, 34-52.</p>	
12	<i>APRIL 1ST</i>	<i>BEHAVIOURAL ECONOMICS</i>	<ol style="list-style-type: none"> 1. Discussion about 6th session (Leads:) 2. Overview of next week's presentations 3. Behavioural Economics 	<p>📖 Royer, H., Stehr, M., & Sydnor, J. (2015). Incentives, commitments, and habit formation in exercise: evidence from a field experiment with workers at a fortune-500 company. <i>American Economic Journal: Applied Economics</i>, 7(3), 51-84.</p> <p>📖 Mitchell, M. S., Goodman, J. M., Alter, D. A., John, L. K., Oh, P. I., Pakosh, M. T., & Faulkner, G. E. (2013). Financial incentives for exercise adherence in adults: systematic review and meta-analysis. <i>American journal of preventive medicine</i>, 45(5), 658-667.</p> <p>📖 Gneezy, U., Meier, S., & Rey-Biel, P. (2011). When and why incentives (don't) work to modify behavior. <i>Journal of Economic Perspectives</i>, 25(4), 191-210.</p> <p>📖 Charness, G., & Gneezy, U. (2009). Incentives to exercise. <i>Econometrica</i>, 77(3), 909-931.</p>	<p>📖 Week 12 Reading</p> <p>📖 6th BCC session</p> <p>📖 Leads: Transcription of 6th BCC</p>
13	<i>APRIL 8TH</i>	<i>PRESENTATIONS</i>	Student presentations	Read student overview of programs	

Note. BCC = Behaviour Change Counselling

Evaluation

Method	Date	Grade
Class Participation		30%
Physical Activity Counselling Discussion lead		10%
Weekly Physical Activity Counselling Reflections	Weekly, February 18 th to April 1 st (no report due March 4 th)	20%
Program Enhancement Presentations	April 8 th	30%
Physical Activity Counselling Final Report	April 15 th	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 valued.

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/) 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/).

Right to submit in English or French written work that is to be graded [approved by Senate on 21 January 2009]:

In accordance 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.

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).