

University of Victoria
Faculty of Education
School of Exercise Science, Health and Physical Education

EHPE 581 (S01) Psychological Issues in Physical Activity and Health

January 2016

Instructor: Dr Ryan Rhodes

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Office hours McLaurin A366: by appointment

Class schedule: T 4:30pm – 7:20 pm MCK 155

Course Objectives

This course will provide an overview of the psychological factors associated with physical activity, exercise behavior and health promotion. Emphasis will be placed on concepts, principles, and theories and how these may be translated to the practice of promoting and supporting recommended physical activity for individuals and population groups.

Readings

Assigned readings will be discussed in class. The readings are used to support the lectures and add additional depth to the main concepts. As there is no required textbook for this course, these readings are an important component contributing towards your comprehension of the main concepts. Additionally, you will find it helpful for engaging in class discussion if you have completed the assigned readings.

Learning Outcomes

Upon completion of the course, you will be able to:

- 1) Understand the major psychological concepts and theories of exercise behavior and promotion.
- 2) Develop analytical knowledge and skills to assess and promote health behaviors of individuals and population groups

Course Evaluation

Term paper 1	35%
Presentation 1	15% (February 2)
Term paper 2	35%
Presentation 2	<u>15%</u> (March 29)
	100%

Term Papers

Term paper 1 is due **Tuesday February 2nd at 4:30 pm**. The paper should focus on a specific population (e.g., cardiac rehabilitation, cancer, diabetes, older adults, children, obese individuals, work-site environments, and gender differences) and a comprehensive empirical review of either 1) a major psychological health theory or 2) a critical determinant / correlate of physical activity. The theory does not have to be one covered in class. The only restriction is that the review must yield **at least 5** empirical studies. Topics must be cleared by myself and are assigned on a first come first served basis.

Term paper 2 is due **Tuesday March 29th at 4:30 pm**. The paper should focus on a specific population (e.g., cardiac rehabilitation, cancer, diabetes, older adults, children, obese individuals, work-site environments, and gender differences) and a comprehensive empirical review of either 1) a physical activity intervention strategy / technique, or 2) a psychological outcome that regular physical activity has an impact on (e.g., anxiety, depression, sleep, self-esteem, mood). The outcome or intervention technique does not have to be one covered in class. The only restriction is that the review must yield **at least 5** empirical studies. Topics must be cleared by myself and are assigned on a first come first served basis.

The written papers should follow APA guidelines and be a maximum of 10 typed, double-spaced pages of text. The title page, abstract, references, tables, figures, and appendices are all extra (i.e., not counted in the 10 page restriction). Sections for the paper and suggested page length are:

- a) introduction and rationale (1 page)
- b) overview of theory/health behavior/population/intervention/outcome (4 pages)
- c) review of literature (3 pages) – should have a review table
- d) discussion and future directions (2 pages)

Presentations

The knowledge gained from the term paper assignments will be disseminated to the instructor and students via 10 minute oral presentations (and an additional 5 minutes for questions). The presentations should focus on dissemination of your papers and should include information from your mini-studies (see below). It is expected that some audio-visual equipment will be utilized (e.g., overheads, powerpoint).

Scale

A+	>89%	B+	77-79%	C+	65-69%	F	0-49
A	85-89%	B	73-76%	C	60-64%		
A-	80-84%	B-	70-72%	D	50-59%		

1) Marking breakdown for papers:

20% FORMATTING

APA formatting, grammar, spelling

80% CONTENT & WRITING

The following points will be considered:

Material

1. Did the material presented cover the essentials of the topic area? (Question, Findings, Conclusion)
2. Did the material suit the course? (Content and level appropriate for peers.)
3. Were the articles recent, primary and from multiple sources?
4. Was the material accurately extracted from the reference material?

Organization

1. Was the material presented in a logical, coherent manner?
2. Was there a good balance of beginning, middle and end? (ideal: ¼, ½, ¼)
3. Was the order of information appropriate?

Clarity (Explanations of meaning)

1. Was the main issue presented clearly?
2. Were the background and rationale presented clearly?
3. Was the specific thesis statement made clear? Make a convincing argument for a single point based on data from multiple studies
4. Were the findings from sources explained clearly?
5. Were the relations between different findings to each other and to the main issue explained clearly?
6. Were the conclusion and implications clear? Were they logical? Original?

Comprehension

1. Was the presented material understood in sufficient detail to produce reasonable and logical explanations?
2. Were results interpreted properly and arguments built logically?
3. Was the material reviewed critically, noting both strengths and gaps in knowledge or logic?
4. Was there any contribution of ideas by the student?

Consistency

1. Did the presented material address the issue or proposition presented in the introduction?
2. Were reasonable conclusions drawn from, and supported by, the material presented?
3. Were there any internal contradictions (flaws in logic)?

2) Marking breakdown for presentations:

20% FORMATTING

Use of audio visuals, slide spacing, font size, information per slide, grammar, spelling

20% PRESENTATION

Energy / enthusiasm, dress, posture, vocal issues (tone, projection, etc.)

60% CONTENT

The following points will be considered:

Material

1. Did the material presented cover the essentials of the topic area? (Question, Findings, Conclusion)
2. Did the material suit the course? (Content and level appropriate for peers.)
3. Were the articles recent, primary and from multiple sources?
4. Was the material accurately extracted from the reference material?

Organization

1. Was the material presented in a logical, coherent manner?
2. Was there a good balance of beginning, middle and end? (ideal: ¼, ½, ¼)
3. Was the order of information appropriate?

Clarity (Explanations of meaning)

1. Was the main issue presented clearly?
2. Were the background and rationale presented clearly?
3. Was the specific thesis statement made clear?
4. Were the findings from sources explained clearly?
5. Were the relations between different findings to each other and to the main issue, explained clearly?
6. Were the conclusion and implications clear? Were they logical?

Comprehension

1. Was the presented material understood in sufficient detail to produce reasonable and logical explanations?
2. Were results interpreted properly and arguments built logically?
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4. Was there any contribution of ideas by the student?

Consistency

1. Did the presented material address the issue or proposition presented in the introduction?
2. Were reasonable conclusions drawn from, and supported by, the material presented?
3. Were there any internal contradictions (flaws in logic)?

Mini-Studies

- 1) Using yourself as a participant and/or others (please remain confidential), outline and reflect on the major factors that influence physical activity. Ask the question... Why are you active? Why are you sometimes not active? Etc... Compare and contrast these findings with your psychological theory/determinant chosen in paper #1. Did it do a good job of accounting for these factors? Was there something missing?
- 2) Using yourself and/or others (please remain confidential), do one of the following: 1) Track a major psychological outcome (e.g., mood, depressive symptoms, fatigue, sleep, anxiety, stress) across two weeks in response to physical activity (before, after, etc.) using a defined/validated psychological measure. 2) Administer a health behaviour intervention (e.g., goal setting, implementation intentions, stimulus control, contingency management, social support, etc.) procedure across two weeks and document its effectiveness.

Tentative Seminar Schedule

WEEK OF	TOPIC
January 5	Course overview and introduction, lifestyle correlates
January 12	Health belief model/protection motivation, theory of planned behaviour
January 19	Social cognitive theory, self-determination theory
January 26	Transtheoretical model, action control theories, habit theory, identity theory
February 2	Mini-conference
February 9	<i>Reading break</i>
February 16	Personality, socio-ecological theory
February 23	Sedentary behaviour, depression, anxiety, mood
March 1	Self-esteem, body image, social physique anxiety, exercise dependence
March 8	Cognition, sleep, health-related quality of life
March 15	Self-regulation interventions, technology interventions and social influence interventions
March 22	Mass media, translational research and community-level intervention
March 29	Mini-conference

END