

We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEC peoples whose historical relationships with the land continue to this day.



University
of Victoria

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

2019

Psychological Issues in Physical Activity and Health
EPHE 581/A01/ 23632

Instructor: Dr. Ryan Rhodes
Class location: MCK 155
Class times: Tuesdays 4:30-7:30pm
E-mail: rhodes@uvic.ca

Office: MCK 189
Phone: (250) 721-8384
Fax: (250) 721-6601
Office Hours: By appointment

Calendar Description

Examines selected current psychological issues affecting individual and group involvement in the different forms of physical activity and how these interact with performance and health from childhood to the senior years. Research in the field will be examined to assist the understanding of current beliefs and practices.

Course Description/Goals and Learning Outcomes

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.

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

Text/Reading List

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.

Course Outline

Tentative Seminar Schedule

| WEEK OF | TOPIC |
|--------------------------|--|
| January 7 | Course overview and introduction, lifestyle correlates |
| January 14 January 21 | Health belief model/protection motivation, theory of planned behaviour Social cognitive theory, self-determination theory |
| January 28 | Transtheoretical model, dual process theories, action control theories |
| February 4 | Personality, socio-ecological theory, sedentary behaviour psychology |
| February 11 | Mini-conference |
| February 18 | <i>Reading break</i> |
| February 25 | Depression, anxiety, mood |
| March 4 | Self-esteem, body image, social physique anxiety, exercise dependence |

| | |
|----------|--|
| March 11 | Cognition, sleep, health-related quality of life |
| March 18 | Self-regulation interventions, technology interventions and social influence interventions |
| March 25 | Mass media, translational research and community-level intervention |
| April 1 | Mini-conference |

Assignments

| Due date | Details | Grade allotment |
|---------------|----------------|-----------------|
| Feb 12, 2019 | Term Paper 1 | 35% |
| Feb 12, 2019 | Presentation 1 | 15% |
| April 2, 2019 | Term Paper 2 | 35% |
| April 2, 2019 | Presentation 2 | 15% |

Term Papers

Term paper 1 is due **Tuesday February 12th 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 April 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 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:

- introduction and rationale (1 page)
- overview of theory/health behavior/population/intervention/outcome (4 pages)
- review of literature (3 pages) – should have a review table
- 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).

Marking

1) Marking breakdown for papers:

20% FORMATTING

APA formatting, grammar, spelling

80% CONTENT & WRITING

The following points will be considered:

Material

- 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: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{4}$)
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: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{4}$)
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?
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?
2. 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.

Diversity policy

Our Faculty of Education embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated.

Please also consult the UVic equity policy: <https://www.uvic.ca/equity/index.php>

For all students

Please do not hesitate to consult with me, either in my office hours or by appointment, if you have concerns about this course or your undergraduate experience, in general. I will be happy to help you in a confidential manner to find the support necessary to resolve your concerns.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage. If you do not receive an email invitation, you can go directly to

<http://www.uvic.ca/learningandteaching/students/resources/ces/login.php>. You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Grading Scale

As approved by the University of Victoria Senate effective May 1, 2014, a percentage grade will be assigned for the overall course grade.

The university policy regarding grading can be reviewed at:

(Undergrad) <https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/grading.html#>

(Graduate) <https://web.uvic.ca/calendar2019-01/grad/academic-regulations/grading.html#>

and includes the grading scale:

| | | | |
|-------------------|-------------------|-------------------|-----------------|
| A+ 90-100 | 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 | |

Support for Students

- **Centre for Academic Communication (CAC).**

The CAC provides face-to-face and online assistance in reading, writing, speaking, and academic expectations. To find out more and/or to book an appointment, please follow this link <http://www.uvic.ca/learningandteaching/cac/index.php>

- **UVic Counselling Services.**

Counselling Services can help you make the most of your university experience. We offer free professional, confidential, inclusive support to currently registered UVic students. To find out more and/or to book an appointment, please follow this link

<http://www.uvic.ca/services/counselling/>

- **Indigenous Student Community**

UVic and the Indigenous Faculty, Staff and students continue to work towards creating programming that is inclusive and representative of Indigenous peoples heritage and concerns. If you wish to connect with this community, please consult

<http://www.uvic.ca/services/indigenous/index.php/students/supports/students/supports/students/students/index.php>

- **Centre for Accessible Learning (CAL) (formerly the Resource Centre for Students with Disabilities (RCSD))**

The Centre for Accessible Learning (CAL) offers information and support for UVic students with a permanent disability. Students who need classroom accommodations such as alternate text formats, or other on-campus support should contact CAL as soon as confirmation of enrollment is received.

If you wish to explore options for accommodation, please consult with CAL which is located in the Campus Services Building. The webpage for this centre is <http://www.uvic.ca/services/cal/>

- **Support for International Students**

Please follow this link for programs to support international students.

<http://www.uvic.ca/international/>

- **Policy on Academic Integrity**

<https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/academic-integrity.html#>

<https://web.uvic.ca/calendar2019-01/grad/academic-regulations/academic-integrity.html#>