



University
of Victoria

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

2024
Psychological Issues in Physical Activity and Health
EPHE 581/A01/ 21511

Instructor: Dr. Ryan Rhodes
Class location: McK 155
Class times: Tuesdays 4:30-7:20pm
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 physical activity 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 8	Course overview and introduction
January 15	Health belief model/protection motivation, theory of planned behavior
January 22	Social cognitive theory, self-determination theory
January 29	Dual process theories, action control theories
February 5	Personality, social influences, environmental influences
February 12	Mini-conference
February 19	<i>Reading break</i>
February 26	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	Individual-level interventions, and digital health interventions
March 25	Social interventions, mass media, and community-level intervention
April 1	Mini-conference

Assignments

Due date	Details	Grade allotment
Feb 13, 2023	Term Paper 1	35%
Feb 13, 2023	Presentation 1	15%
April 2, 2023	Term Paper 2	35%
April 2 2023	Presentation 2	15%

Term Papers

Term paper 1 is due **Tuesday February 13th at 4:30 pm**. The paper should focus on a specific population (e.g., cardiac rehabilitation, cancer, diabetes, older adults, children, obese individuals) and a comprehensive empirical review of either 1) a major psychological health theory or 2) a critical determinant / correlate of physical activity. The theory or correlate 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, work-site environments) 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). Please include at least one table that features information about your five empirical studies (minimum). Suggested sections for the paper and suggested page length are:

- a) introduction (rationale, overview of theory/population/intervention/outcome) (3-4 pages)
- b) methods used to develop your literature search (1 page)
- c) review of literature (3-3 pages) – should have a review table
- d) discussion and future directions (2-3 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., powerpoint).

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? 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.

Marking

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: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{4}$)
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?
3. Were there any internal contradictions (flaws in logic)?

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:

<https://web.uvic.ca/calendar2020-01/grad/academic-regulations/academic-integrity.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	

Copyright

*All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. **Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act.** Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).*

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.

END

Information from the University Calendar to Assist Students

Faculty of Education's Abridged Equity, Diversity, Inclusion and Decolonization (EDID) Statement

Our Faculty of Education acknowledges and respects the privilege and responsibility we have to live and learn together on the traditional territories of the lək̓wəŋən Peoples including the Songhees, Esquimalt and WSÁNEĆ Peoples whose unwavering relationship with the land continue to this day. In this regard, we commit to including the following local Coast Salish values and teachings¹ to help guide, shape and envision what we do and how in the Faculty of Education:

1. Héʔək̓w ʔə cə čələŋən łə
HÁEQ ŁTE OL TTE ČELÁNEN ŁTE – Remember our ancestors/birthright.
2. Nəčəmaat k̓wəns čəʔi
ČÁNEUEL OL – Work together.
3. Nəwəs šx̓w cən ʔay̓ šq̓'eləq̓wən
ÁMEKT TFEN ÍY, ŠKÁLEČEN – Bring in your good feelings.
4. Leʔt šx̓w helə ʔə cə mak̓w sčəʔi səʔ
TU LÁTES MEQ EN SČA SE – Be prepared for all work to come.

Underpinning these local values and teachings is our collective responsibility to respect and recognize the integral relationship between *equity-as-fairness* and *inclusive excellence*. *Equity-as-fairness* means that everyone has access to support(s) they need to succeed, and are enriched and strengthened by *diversity* including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, class and spirituality. The Faculty of Education also commits to approaching EDID from an intersectional lens. As such, advancing issues related to LGBTQIA2S, BIPoC, MMIWG, disabilities and social class diversity (inclusive of poverty discrimination) aligns with our EDID mission of working together to address all forms of discrimination. *Inclusive excellence* means supporting, celebrating and affirming how *diversity* can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in our teaching and learning, research and artistic enquiry, professional service, and community engagement within our Faculty of Education, and beyond. In achieving both *equity-as-fairness* and *inclusive excellence*, we are committed to implementing decolonizing, anti-racist and anti-oppressive strategies that create culturally safe and inclusive teaching, learning and work spaces to support everyone to thrive and reach their potential.

Please consult the [Faculty of Education's Diversity and Equity Resources](#) and the [University of Victoria's Policy on Human Rights, Equity and Fairness \(GV0200\)](#) for additional information in support of this statement.

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

The CAC offers assistance in reading, writing, speaking, and understanding academic expectations, and other aspects of academic communication.

- **Student Wellness Centre**

Wellness support for students. Their team of practitioners offer a variety of services to support students' mental, physical and spiritual health. A note to remind you to take care of yourself. Diminished mental health can interfere with optimal academic performance. Do your best to engage in self-care and maintain a healthy lifestyle this semester. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. The UVic Student Wellness Centre provides cost-free and confidential mental health services to help you manage personal challenges that impact your emotional or academic well-being.

- **Indigenous Academic & Community Engagement**

¹ University of Victoria Indigenous Plan 2017-2022, p. 9.

To support the success of Indigenous students attending UVic. Before, during and after your time at UVic, they're here to connect you with the educational, financial and cultural resources available on campus and in local communities.

- **Centre for Accessible Learning (CAL)**

CAL works with faculty and students to promote educational equity and accessibility for students with disabilities and support them in achieving academic goals. If you need classroom accommodations such as alternate text formats, or other on-campus support, contact CAL to explore options for accommodation consult with CAL

- **Student Wellness Centre**

Wellness support for students. Their team of practitioners offer a variety of services to support students' mental, physical and spiritual health. A note to remind you to take care of yourself. Diminished mental health can interfere with optimal academic performance. Do your best to engage in self-care and maintain a healthy lifestyle this semester. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. The UVic Student Wellness Centre provides cost-free and confidential mental health services to help you manage personal challenges that impact your emotional or academic well-being.

- **Support for International Students**

Please follow this link for programs to support international students.

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