Course Outline: KIN 489M

Course Title: UNDERSTANDING AND CHANGING PHYSICAL ACTIVITY BEHAVIOUR

Course Instructor: Guy Faulkner, PhD
School of Kinesiology, University of British Columbia
Lower Marine Research Station, Room 337
2259 Lower Mall V6T 1Z4
Phone: 604 822 2990
Email: guy.faulkner@ubc.ca
Twitter: @GuyFaulkner
Web: kin.ubc.ca/pop-palab

Email Communication: For personal messages: use email and indicate “KIN 489M” in the subject field. Response time to email or telephone inquiries is within 72 hours (weekends excluded).

Course Timetable
Class Schedule: Tuesdays and Thursdays 2pm to 3.30pm. (Neville Scarfe 1005).

Teaching period: Jan 02, 2019 to Apr 04, 2019. Exam period 8th to 26th April 2019.

Description: The links between physical inactivity and public health are well documented. This module is designed to give students an opportunity for advanced analysis of the field of exercise psychology. The module aims to develop a critical understanding of how physical activity is assessed, and what are the determinants of physical activity. Using various theoretical frameworks the influence of psychological factors will be examined, across different settings and populations, with a particular focus on interventions aimed at enhancing mental health. The module also aims to develop student’s understanding of how psychology can be used to design effective interventions at the individual and community level. This course will provide a foundation in exercise psychology for graduate study.

Subject-specific outcomes:
1. Develop an understanding of ecological frameworks used to assess, design and evaluate health promotion interventions.

2. Development of practical skills in formulating, applying, and evaluating psychological theory-based interventions to promote physical activity.

Core-academic outcomes:
3. Ability to critically evaluate the processes of designing and evaluating physical activity interventions in the context of public health policy.

4. Ability to evaluate and apply knowledge of a range of different theoretical perspectives and concepts relating to interventions to promote physical activity.
Personal/transferable outcomes:
5. Work in small group and role-play situations to solve presenting problems
6. Demonstrate an ability to link theory to practice.

Teaching/Learning Methods:
Lectures/Group Work/Independent Study. The lectures will provide students with an overview of the core topics in this course. Lectures are used to present an overview of key information and will include interactive group activities where students can practice applying theory to practical situations. Independent study will be required in terms of reading in preparation for each lecture and completing course assignments. For these experiences students will be set a task to guide their independent learning, such as a topic or problem related to set reading or lecture material. A group project will also provide the opportunity for more in-depth investigation of key issues drawn from the lectures. Skills such as criticizing, analysis, problem solving and decision making are developed.

Assessment Timetable:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 5 * Reading synopses</td>
<td>10%</td>
<td>Every two weeks</td>
</tr>
<tr>
<td>2. Theory Presentation and Synopsis</td>
<td>20%</td>
<td>Feb 12, 14, or 19th</td>
</tr>
<tr>
<td>3. Group Task: Develop an exercise intervention for individuals receiving treatment for substance use</td>
<td>35%</td>
<td>April 5th</td>
</tr>
<tr>
<td>4. Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) abstract</td>
<td>10%</td>
<td>Exam period</td>
</tr>
<tr>
<td>b) seen question</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

Assessments
1. Reading synopsis
This will include five one-page (300 word) synopses of current research articles plus critical commentary. Marks (2% for each synopsis) are given for successful completion within the established guidelines (1% for each synopsis and 1% for attendance at the group discussion; and synopsis posted on canvas). This assessment task will enable students to evaluate differing views based on required reading and information from a variety of sources, and to disseminate and critically appraise research evidence.

2. Theory Presentation: 20 minute presentation (in Powerpoint) with a handout of the presentation slides (50%), and a 1500 word synopsis (50%) on a designated theory. The presentation will be done in pairs but the synopsis will be an individual contribution.

You and your colleague will have twenty minutes to make a presentation about a theory to the class. You can use this time however way you like. Your task is to communicate the basic principles of the theory, and demonstrate how the theory has
been (and/or could be) applied to understanding and promoting physical activity behaviour. You will be assessed in terms of your ability to successfully convey:

1) the key tenets of the theory;
2) an overview of the findings in relation to physical activity: where possible, focus on reporting any meta-analytic/systematic review literature;
3) an overview of current use or extensions of the theory – include within your presentation an overview and critique of at least TWO current articles applying the theory to physical activity;
4) the strengths and limitations of the theory in relation to understanding physical activity behavior change.

The presentation may involve a standard powerpoint lecture, individual or group activities, question and answer opportunities, or other exercises that may help to promote class understanding of the theory. Creativity will be rewarded! Assessment criteria for the presentations will be discussed in class (see Appendix 1).

A 1500 word synopsis of your presentation is due one week after your presentation. This synopsis should capture the four points above and
1. Demonstrate an understanding of the theory and related research with evidence of critical analysis.
2. Demonstrate a writing quality that is coherent, concise, and articulate.

Emailed assignments will NOT be accepted under any circumstances. Only hard (paper) copies will be accepted. Please note that NO late assignments will be accepted without appropriate medical documentation.

3. Group Project
A problem-based learning exercise will provide an opportunity to collaborate on a project. The objective of this assignment is to integrate components of the course in terms of physical activity assessment, applying theory to practice, and planning and evaluation of interventions. The class has been asked by Pacifica Treatment Centre (http://www.pacificatreatment.ca) to develop an evidence-based exercise intervention for individuals in residential treatment for addiction, and to develop an evaluation plan. In groups of 4-5 we will tackle this challenge. The general outline for the final assignment should be:

• Synthesis of evidence for exercise as a treatment for substance use disorder
• Rationale for the intervention (including theoretical basis and logic model); and a cool acronym.
• A description of the intervention including discussion of
  o Content – what is the intervention aiming to deliver, and how?
  o Delivery method
  o Deliverer – who will deliver the intervention?
• Methods for evaluating the key outcomes, behaviours, and mediators of behavior change
• Outline of assessment of intervention implementation.

A final group paper will be produced (maximum of 3000 words excluding references/appendices). Each group(s) will provide a brief oral presentation of the
findings in class.

Opportunities will be provided weekly during class to discuss the project while course content and readings will be geared to support its development. The group will be responsible for identifying roles and responsibilities of each group member.

Assessment includes two components. First, 80% of the final grade is based on the final report. Everyone shares the same grade based on the report assessment. The final 20% will consist of 10% based on self-assessment of personal contribution to the group project, and 10% based on average peer assessment. The self and peer assessment form is in Appendix 2.

4. **Seen exam question with abstract writing**
The final examination will be scheduled during the exam period and is worth 35% of the final grade. The examination consists of two sections.

a) The first section (10%) will require you to write a 300 word abstract of a short article and identify four concerns with the presented article. A portion of the course structure consists of a student directed learning component requiring students to organise their own learning enabling them to address this section. Specifically, the synopsis tasks prepare you for this section of the examination.

b) The second section will consist of a seen essay question (25%). As such, the exam will test your ability to provide, organize and substantiate ideas within a coherent response. Early presentation of the question will allow you to orient to each lecture, activity and reading that you do in terms of purposefully addressing it. The question is:

   *With reference to the research literature, discuss and evaluate claims that exercise is an effective treatment for substance abuse before outlining key considerations in the development of physical activity interventions in this context.*

The final exam will be held during the official examination period and will be 2 hours long. Alternative exam dates will only be provided for students experiencing medical or serious family emergencies (and only where medical documentation is provided). Do not book flights or make travel arrangements for the holiday period until you know your exam schedule! All students must attend the final exam on the date allotted. This date is not negotiable and failure to show up at this time will result in a zero.

**Academic Dishonesty and Plagiarism**
Plagiarism, cheating or any other form of academic dishonesty will not be tolerated. This especially means that individual assignments must be completed individually. Violations will be taken seriously and will be dealt with according to the University policy regarding academic dishonesty (See Academic Calendar, http://www.students.ubc.ca/calendar/). Any transgression could result in failure of the course. It is your responsibility to become familiar with the University of British Columbia’s Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.
For group projects, all contributors have joint ownership of the work, and therefore intellectual property rights. Along with joint ownership comes joint responsibility. If group work contains material which has been plagiarised all members of the group will be deemed responsible and will be liable for the same penalty.

**Required and Recommended Reading**

There is no course textbook. However, there are a range of recommended texts that would be helpful for this course and for graduate studies related to health promotion and exercise psychology. There is also a range of core readings supporting each session - Students are expected to study the readings *prior* to class and be able to contribute to class discussions each week based on the assigned reading. Further independent reading will be required as directed by the theory, group, and intervention assignments. Support will be available throughout the course in terms of individual and group tutorials within class, and appointments can also be booked on an individual basis. Lecture slides and some additional materials will be posted on canvas - [https://canvas.ubc.ca/courses/2935](https://canvas.ubc.ca/courses/2935)

**Recommended Texts**


**Both these texts are available in Woodward library reserves (2 hour loans available).**

**Also**

## Course Outline

<table>
<thead>
<tr>
<th>Week 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1</td>
<td>No class</td>
</tr>
<tr>
<td>January 3</td>
<td>Course Outline and Introduction</td>
</tr>
<tr>
<td></td>
<td>Epidemiology of Physical Activity &amp; Sedentary Behaviours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8</td>
<td>An ecological approach</td>
</tr>
<tr>
<td>January 10</td>
<td>PA assessment 1 (self-report)</td>
</tr>
<tr>
<td></td>
<td>Core reading: Bauman et al. (2006)</td>
</tr>
<tr>
<td>Intro to assignment 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>PA assessment 1 (Accelerometry)</td>
</tr>
<tr>
<td>January 17</td>
<td>Reading Group 1: PA and substance use</td>
</tr>
<tr>
<td></td>
<td>Intro to assignment 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22</td>
<td>Exercise as a treatment for substance use: Making the case</td>
</tr>
<tr>
<td>January 24</td>
<td>Mediating Variables and Physical Activity Theory/Interventions</td>
</tr>
<tr>
<td></td>
<td>Core reading: Bauman et al. (2002)</td>
</tr>
<tr>
<td>Core reading: Linke &amp; Ussher (2015)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January 29</td>
<td>Assignment 2: Setting the context (Matthew Fagan &amp; Mahabhir Kandola)</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Reading Group 2: Barriers to PA (Krista Glowacki)</td>
</tr>
<tr>
<td></td>
<td>Core reading: Wang et al (2014)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 5</td>
<td>THEORY PRESENTATIONS</td>
</tr>
<tr>
<td>Feb 7</td>
<td>THEORY PRESENTATIONS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 12</td>
<td>THEORY PRESENTATIONS</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Reading Group 3: Exercise and substance use interventions 1</td>
</tr>
<tr>
<td>Feb 19</td>
<td></td>
</tr>
<tr>
<td>Reading Week</td>
<td></td>
</tr>
<tr>
<td>Feb 21</td>
<td></td>
</tr>
<tr>
<td>Feb 26</td>
<td>Program evaluation (Dr Erica Lau)</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Reading Group 4: Exercise and substance use interventions 2</td>
</tr>
<tr>
<td>Core reading: Bauer et al. (2015); Saunders et al. (2013)</td>
<td></td>
</tr>
</tbody>
</table>
Core Readings
Week 1-3:


Week 4:


Week 7:
Week 8:


Week 9:


Week 11:

Week 12:

Learning Environment Expectations:
Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC’s Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members’ full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

All members of the class are expected to demonstrate courtesy and mutual respect for the views of others (instructor, teaching assistants and students) and to refrain from any actions that are contrary to respectful relationships. If students encounter any problems in the course, these should be discussed with the course instructor.

Class Attendance
Regular attendance is expected of students for all lectures, laboratories, tutorials, seminars, etc. Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.
**Academic Accommodation for Students with Disabilities**

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact Access and Diversity without delay.

**Course Review**

We are continually trying to improve our teaching, and student opinion is an important factor which influences this. At the end of the course every student should fill in a questionnaire. This involves a set of predetermined questions to grade all aspects of the course, as well as the opportunity to add any written comments. Make sure you do this if you want your opinion to be considered.

---

**READING SCHEME STUDY GUIDE**

**What I must do?**

Every two weeks, I must read ONE article and write a ONE page synopsis.

**What’s in it for me?**

Working in a reading group . . . .

- Will allow me to cover a larger range of material
- Will give me the opportunity to critically examine research with my colleagues
- Will give me a one page synopsis of four articles every two weeks which will help me prepare for the exam

**SETTING UP**

1) Form into groups of 4. Give yourself a name and elect a team leader. The team leader must email me (guy.faulkner@ubc.ca) with the names of those in the group and a group name by January 11th. Groups will be confirmed on this date based on numbers enrolled in the course.

2) A week before the designated sessions are due to meet in class time you will meet as a group, usually during or after each lecture, to negotiate which reading each person will do (other than the identified core reading) from the list of four articles in each topic. Each person then conducts a critical reading of their chosen article and writes a 1-page synopsis. The articles are available through the electronic collections of the library.

3) This synopsis, with your name on it, and the name of your group, must be posted (in RTF format) on canvas the day before the identified lecture (for example, you must post your first synopsis on January 16th). This will allow for monitoring. Additionally, you will be able to access the synopses of your colleagues. Failure to post a completed synopsis when required will result in a 1% reduction from your final grade. Further information will be provided in class about this process.

4) At each lecture, your group will meet in order to share your key interpretations of each reading and discuss any issues that were raised.
5) Focus questions will be provided that you must answer as a group based on the readings. A class discussion will follow to allow a consensus to develop concerning the focus questions, and potential implications for the group project.

**Writing a Synopsis**

It is difficult to lay down any specific structure to help you develop your notes or a 1-page/300 word synopsis of each paper you read. If you have a personal preference already, stick with that, otherwise, consider some of the following ideas. First, to work as a group, each person must develop a synopsis that is of the quality you would personally want to receive from your colleagues, and that would personally help you in the exam. As such, you need to:

WRITE YOUR NAME and GROUP NAME

Clearly identify the author (date) and all publishing details as used in the course outline

1. Introduction (why?)
   a) what are the authors trying to settle, prove or demolish? What are they asking?
   b) How did this issue come up?
   c) Why bother in the first place – SO WHAT?

2. Materials and methods (how?)
   a) what was assessed
   b) how did they do this?

3. Results (what?)
   a) briefly summarise key results

4. Discussion (general)
   a) what is discussed? (what theoretical and/or applied implications are derived, what limitations are noted, what recommendations are made for future research?)

FINALLY:
Separate from your synopsis, try to identify and list a few criticisms you may have of the research undertaken. What might have you done differently?

FEEDBACK SUGGESTION:
Don’t read the abstract at first! Write your synopsis and compare it with the original abstract of the paper. Your synopsis will be slightly different in that the focus is on being critical of the paper but the original abstract will give you feedback as to whether you are picking up the important elements of the study.
TOPICS AND READINGS

Topic 1 – Physical and Substance Use – Setting the Scene


Topic 2 – Preferences and Barriers to exercise


Topic 3 – Exercise Interventions 1


**Topic 4 – Exercise Interventions 2**


**Topic 5 – Mechanisms**


Evaluation of Presentation

Presenter:  
Topic:  
Date:

(20%) Presentation Skills
- Was the presentation visually clear?
- Was the presentation audibly clear?
- Did the presentation engage attention?
- Did the presenter talk directly to the audience?
- Was the speaker confident and familiar with the material?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Strong</td>
</tr>
</tbody>
</table>

Comments:

(40%) Content
- Overview of theory presented;
- Overview of findings presented in relation to physical activity (or other health behaviors)
- Overview of current use or extensions of the theory
  - Reference to four recent studies
- Presentation of strengths and limitations of the theory in relation to physical activity.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Strong</td>
</tr>
</tbody>
</table>

Comments:

(20%) Organization/Structure
- Was the organization balanced so there was enough time for important concepts/stages?
- Were the ideas presented in a logical sequence?
- Were there opportunities for class interaction and discussion?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Strong</td>
</tr>
</tbody>
</table>

Comments:

(20%) Conciseness
- Was the talk too short (<10 min) or too long (>15 mins)?
- Were the ideas expressed without rambling?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Strong</td>
</tr>
</tbody>
</table>

Comments:

Overall Comments