

**Course Outline: KIN 486**

The previous course number for this course was KIN 489M.

**Course Title: Advanced Seminar in Psychology of Movement**

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**Zoom office hours: Thursday 12 – 2 p.m.**

**Teaching Assistant:** Matthew Fagan  
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**Zoom office hours: Thursday 12 - 2 p.m.**

**Email Communication:** For personal messages: use email and indicate “KIN 486” in the subject field. Response time to email or telephone inquiries is within 72 hours (weekends excluded).

**Course Timetable**

Class Schedule: Tuesdays 2-3.30 p.m. (usually asynchronous – except September 8; Nov 24; Dec 1) and Thursdays: 2 pm to 3pm (drop-in).

**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 groups to solve problems

6. Demonstrate an ability to link theory to practice.

**Teaching/Learning Methods:**

Lectures/Group Work/Independent Study. Tuesday lectures will provide students with an overview of the core topics in this course. Lectures are used to present an overview of key information. These will be recorded online and can be viewed during the set class time or at any time during the week (see course outline). Thursday sessions will be optional and provide an opportunity for discussion of the material and its application. 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.

You will be working throughout the course in a group of 4 students. You can form your own groups or I will assign you to a group on September 17<sup>th</sup>. You will meet independently every two weeks to review articles as part of the reading scheme, and will also be working together on the group project. As a group you will be responsible for coordinating meetings and completing group tasks. It is expected that you will be available to meet with your group at the very least between 2 and 3.30 on Tuesdays, or 2-3.30 Thursdays if you do not plan on joining the drop-in class. That is, **there is no excuse for not being able to find a time that everyone in your group can meet.**

Sunday nights: I will release a short video on canvas summarizing the key objectives of the coming week and highlight what needs to be done.

Tuesday September 8<sup>th</sup>:

<https://ubc.zoom.us/j/67917338769?pwd=RFBYVml3MHkvdWdRTkd6TVo2UGplUT09>

Meeting ID: 679 1733 8769

Passcode: 597209

Thursday Drop-ins throughout the term on days when there is no reading group meeting:

<https://ubc.zoom.us/j/63884632142?pwd=L25uRFFkQlhIVlBvYTVwSCswTXdGZz09>

Meeting ID: 638 8463 2142

Passcode: 317713

**Assessment Timetable:**

<b>Assessment Type</b>	<b>Weight</b>	<b>Due Date</b>
1. 5 * Reading synopses	20%	Every two weeks

2. Group Task: Develop an exercise intervention for students seeking help for depression	60%	Dec 10 <sup>th</sup>
3. Examination a) abstract	20%	Exam period

## Assessments

### 1. Reading synopsis (20%)

This will include five one-page (300 word) synopses of current research articles plus critical commentary. Marks are given for successful completion within the established guidelines (2% for each synopsis and 2% for completion of group summary; to be 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. Group Project (60%)

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 to develop an evidence-based exercise intervention for students seeking help for depression in collaboration with UBC counselling services, 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 depression
- Rationale for the intervention (including theoretical basis and logic model); and a cool acronym.
- A description of the intervention including discussion of
  - Content – what is the intervention aiming to deliver, and how?
  - Delivery method
  - 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 intervention in class.

Opportunities will be provided weekly on Thursdays 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 1.

### **3. Final exam – article synopsis (20%)**

The final examination (1 hour) will be scheduled during the exam period and is worth 20% of the final grade. You will be required to write a 300 word synopsis 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 examination.

The final exam will be held during the official examination period and will be 1 hour 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 make travel arrangements for the holiday period until you know your exam schedule!

### **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 **each week**. Further independent reading will be required as directed by the reading group scheme and the intervention assignment. Support will be available throughout the course in terms of individual and group tutorials, and appointments can also be booked on an individual basis. Lecture slides and some additional materials will be posted on canvas.

### **Recommended Texts**

Biddle, S.J.H., Mutrie, N., & Gorely, T. (2015). *Psychology of Physical Activity Determinants, Well-Being and Interventions* (3<sup>rd</sup> Edition). London: Routledge. Note: Worth purchasing if interested in grad school.

**Course Outline**

Week 1	2-3.30 p.m. Optional Drop-in/Group check-ins
Tuesday, September 8 ( <b>LIVE</b> )	September 10
<ul style="list-style-type: none"> <li>• Course Outline and Introduction</li> <li>• Intro to reading group scheme</li> <li>• Intro to group project</li> <li>• Epidemiology of Physical Activity &amp; Sedentary Behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• An ecological approach</li> </ul> <p><i>Core reading: Sallis et al (2006)</i></p>
Week 2	
September 15	September 17
<ul style="list-style-type: none"> <li>• PA assessment 1</li> </ul> <p><i>Core reading: Bauman et al (2006)</i></p>	<ul style="list-style-type: none"> <li>• PA assessment 1 (self-report)</li> </ul> <p><i>Core reading: Bauman et al. (2006)</i></p>
Week 3	
September 22	September 24
<ul style="list-style-type: none"> <li>• Exercise as a treatment for depression: Making the case</li> </ul> <p><i>Core reading: Ravindran et al. (2016)</i></p>	<b>Reading Group 1: PA and depression</b>
Week 4	
September 29	October 1
<ul style="list-style-type: none"> <li>• Intervention Development 101</li> <li>• Mediating Variables and Physical Activity Theory/Interventions</li> </ul> <p><i>Core reading: Biddle et al., in press</i></p>	<ul style="list-style-type: none"> <li>• Group project planning</li> </ul>
Week 5	
October 6	October 8
<ul style="list-style-type: none"> <li>• Theory Recap 1</li> </ul> <p><i>Core reading: Rhodes et al. (2019)</i></p>	<b>Reading Group 2: Barriers to PA</b>
Week 6	
October 13	October 15
<ul style="list-style-type: none"> <li>• Theory Recap 2</li> </ul> <p><i>Core reading: Glowacki et al. (2017)</i></p>	<ul style="list-style-type: none"> <li>• Theory application</li> </ul>
Week 7	
October 20	October 22
<ul style="list-style-type: none"> <li>• Program evaluation</li> </ul> <p><i>Core reading: Bauer et al. (2015); Saunders et al. (2013)</i></p>	<b>Reading Group 3: Exercise and depression interventions 1</b>
Week 8	
October 27	October 29

<ul style="list-style-type: none"> <li>Behavior change wheel (BCW) and taxonomy</li> </ul> <p><i>Core reading: Olander et al (2013)</i></p>	<ul style="list-style-type: none"> <li>Fresh start case study</li> </ul>
Week 9	
Nov 3 An introduction to motivational interviewing <i>Core reading: Tuccero et al. (2016)</i>	Nov 5 <b>Reading Group 4: Exercise and depression interventions 2</b>
Week 10	
Nov 10 <ul style="list-style-type: none"> <li>Considering group dynamics</li> </ul> <p><i>Core reading: Beauchamp et al., (2015)</i></p>	Nov 12 <ul style="list-style-type: none"> <li>Group project workshop</li> </ul>
Week 11	
Nov 17 <ul style="list-style-type: none"> <li>Behavioral economics: Can we pay people to exercise?</li> </ul> <p><i>Core reading: Mitchell et al (2019)</i></p>	Nov 19 <b>Reading Group 5: Mechanisms</b>
Week 12	
Nov 24 <b>(LIVE)</b> <ul style="list-style-type: none"> <li>Group project presentation and feedback</li> </ul>	Nov 26 <b>(LIVE)</b> <ul style="list-style-type: none"> <li>Group project presentation and feedback</li> </ul>
Week 13	
Dec 1 <b>(LIVE)</b> <ul style="list-style-type: none"> <li>Group project presentation and feedback</li> </ul>	Dec 3 Course review/exam preparation

## Core Readings

### Week 1

Sallis, J.F., Cervero, R.B., Ascher, W., Henderson, K.A., Kraft, M.K. & Kerr, J. (2006). An ecological approach to creating active living communities. *Annual Reviews of Public Health, 27*, 297-322.

### Week 2

Bauman, A., Phongsavan, P., Schoeppe, S., & Owen, N. (2006). Physical activity measurement--a primer for health promotion. *Promotion and Education, 13*(2), 92-103.

### Week 3:

Ravindran AV, Balneaves LG, Faulkner G, Ortiz A, McIntosh D, Morehouse RL, Ravindran L, Yatham LN, Kennedy SH, Lam RW, MacQueen GM, Milev RV, Parikh SV; CANMAT Depression Work Group. (2016). Canadian Network for Mood and Anxiety Treatments (CANMAT) 2016 Clinical Guidelines for the Management of Adults with Major Depressive Disorder: Section 5.

Complementary and Alternative Medicine Treatments. *Can J Psychiatry*. 2016 Sep;61(9):576-87.

Week 4

Biddle, S.J.H., Mutrie, N., & Gorely, T. (2015). Intervention Planning (Chapter 11). *Psychology of Physical Activity Determinants, Well-Being and Interventions* (3rd Edition). London: Routledge. This will be posted on canvas.

Week 5:

Rhodes, R. E., McEwan, D., & Rebar, A. L. (2019). Theories of physical activity behaviour change: A history and synthesis of approaches. *Psychology of Sport and Exercise*, 42, 100-109. doi:<https://doi.org/10.1016/j.psychsport.2018.11.010>

Week 6

Glowacki, K., Duncan, M., Gainforth, H., & Faulkner, G. (2017). Barriers and Facilitators to Physical Activity and Exercise among Adults with Depression: A Scoping Review. *Mental Health and Physical Activity*, 13, 108-119.

Week 7:

Bauer MS, Damschroder L, Hagedorn H, Smith J, Kilbourne AM. An introduction to implementation science for the non-specialist. *BMC Psychol*. 2015; 3:32. doi: 10.1186/s40359-015-0089-9.

Saunders RP, Evans AE, Kenison K, Workman L, Dowda M, Chu YH. Conceptualizing, implementing, and monitoring a structural health promotion intervention in an organizational setting. *Health Promot Pract*. 2013 May;14(3):343-53.

Week 8:

Michie, S. 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. *Ann. behav. med.* 46:81–95. DOI 10.1007/s12160-013-9486-6

Week 9:

Tuccero D, Railey K, Briggs M, Hull SK. (2016). Behavioral Health in Prevention and Chronic Illness Management: Motivational Interviewing. *Primary Care*, 43(2), 191-202. doi: 10.1016/j.pop.2016.01.006.

Week 10:

Beauchamp MR, Harden SM, Wolf SA, Rhodes RE, Liu Y, Dunlop WL, Schmader T, Sheel AW, Zumbo BD, Estabrooks PA. GrOup based physical Activity for oLder adults (GOAL) randomized controlled trial: study protocol. *BMC Public Health*. 2015 Jun 27;15:592. doi: 10.1186/s12889-015-1909-9.

Week 11:

Mitchell MS, Orstad SL, Biswas A, et al. Financial incentives for physical activity in adults: systematic review and meta-analysis. *British Journal of Sports Medicine* Published Online First: 15 May 2019. doi: 10.1136/bjsports-2019-100633

## University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

## Students Learning Outside of Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit:

<https://academic.ubc.ca/supportresources/freedom-expression>.

## Inclusivity

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.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.

*Please feel welcome to e-mail your instructor your name and pronoun and how you would like these to be used.*

## **Academic Integrity**

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. 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.

Students are responsible for submitting original work and accurately citing (referencing) the work of others within assignments. All submitted assignments become the property of the University of British Columbia and electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct. Students will also be required to submit a copy of all of their assignments to TurnItIn.com.

### **Please note the following dates:**

Term Dates: Tuesday September 8<sup>th</sup> to December 3<sup>rd</sup>, 2020

Last date for withdrawal without a W on your transcript: September 21, 2020

Last date for withdrawal with a W standing on your transcript: September 22 – October 30, 2020

Exam dates (do not book travel until the date of the final exam is confirmed): Dec 7<sup>th</sup> to December 22<sup>nd</sup>, 2020

### **Policy on text-matching software**

UBC subscribes to Turnitin, an online system that compares written material with the Web and with other material submitted to its database. Faculty, staff and students can upload submissions and check for duplication of material in other sources and possible plagiarism.

### **Learning Analytics**

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Review statistics on course content being accessed to support improvements in the course

### **Copyright**

All materials of this course (course handouts, lecture slides, assessments, course readings, instructor recorded videos etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students are not permitted to record classes or take photographs during class unless they are granted prior permission from the instructor.

*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 September 17th. 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 to coordinate 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 drop-in session (for example, you must post your first synopsis on September 23<sup>rd</sup>) and your group response to set questions the day after (September 25<sup>th</sup> in the first example). 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 2% reduction from your final grade. Further information will be provided in class about this process.
- 4) Your group will coordinate a meeting to review the synopses and answer 4 set questions. You will 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. Thursday drop-sessions will provide further opportunities for discussion of 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. This will help prepare you for the exam.

## TOPICS AND READINGS

### Topic 1 – Physical and Depression – Setting the Scene

Cipriani A. et al. (2016). Comparative efficacy and tolerability of antidepressants for major depressive disorder in children and adolescents: a network meta-analysis. *Lancet*. 2016 Aug 27;388(10047):881-90. doi: 10.1016/S0140-6736(16)30385-3. Epub 2016 Jun 8.

Mammen G, Faulkner G. (2013). Physical activity and the prevention of depression: a systematic review of prospective studies. *Am J Prev Med*. 2013 Nov;45(5):649-57.

Schuch F, Vancampfort D, Firth J, Rosenbaum S, Ward P, Reichert T, Bagatini NC, Bgeginski R, Stubbs B. Physical activity and sedentary behavior in people with major depressive disorder: A systematic review and meta-analysis. *J Affect Disord*. 2017 Mar 1;210:139-150.

Walker ER, McGee RE, Druss BG. Mortality in mental disorders and global disease burden implications: a systematic review and meta-analysis. *JAMA Psychiatry* 2015;72: 334–341.

### Topic 2 – Preferences and Barriers to exercise

Radovic S, Melvin GA, Gordon MS. Clinician perspectives and practices regarding the use of exercise in the treatment of adolescent depression. *Journal of Sport Sciences* 2017 Sep 25:1-7. doi: 10.1080/02640414.2017.1383622.

Carpiniello, B., Primavera, D., Piku, A., Vaccargiu, N., & Pinna, F. (2013). Physical activity and mental disorders: A case-control study on attitudes, preferences and perceived barriers in Italy. *Journal of Mental Health* 22(6); 492-500.

Faulkner, G. & Biddle, S.J.H. (2004). Physical activity and depression: Considering contextuality and variability. *Journal of Sport and Exercise Psychology*, 26, 3-18.

Searle, A., Calnan, M., Lewis, G., Campbell, J., Taylor, A., & Turner, K. (2011). Patients' views of physical activity as treatment for depression: a qualitative study. *British Journal of General Practice*, 149-156.

### Topic 3 – Exercise Interventions 1

Blumenthal, J. A., Babyak, M.A., Moore, K.A., Craighead, E., Herman, S., et al. (1999). Effects of exercise training on older patients with major depression. *Archives of Internal Medicine* 159, (19), 2349-2356.

Blumenthal JA, Babyak MA, Doraiswamy PM, Watkins L, Hoffman BM, Barbour KA, Herman S, Craighead WE, Brosse AL, Waugh R, Hinderliter A, Sherwood Exercise and pharmacotherapy in the treatment of major depressive disorder. *Psychosomatic Medicine*. 2007 Sep-Oct;69(7):587-96. Epub 2007 Sep 10.

Dunn, A.L., Trivedi, M.H., Kampert, J.B., Clark, C.G., & Chambliss, H.O. (2005). Exercise treatment for depression: Efficacy and dose response. *American Journal of Preventive Medicine*, 28 (1), 1-8.

Sherwood A, Blumenthal JA, Smith PJ, Watkins LL, Hoffman BM, Hinderliter AL. (2016). Effects of Exercise and Sertraline on Measures of Coronary Heart Disease Risk in Patients With Major Depression: Results From the SMILE-II Randomized Clinical Trial. *Psychosomatic Medicine*, 78(5):602-9. doi: 10.1097/PSY.0000000000000301.

#### **Topic 4 – Exercise Interventions 2**

Adams DJ, Remick RA, Davis JC, Vazirian S, Khan KM. Exercise as medicine-the use of group medical visits to promote physical activity and treat chronic moderate depression: a preliminary 14-week pre-post study. *BMJ Open Sport Exerc Med*. 2015 Nov 2;1(1):e000036

Chalder M, Wiles NJ, Campbell J, Hollinghurst SP, Haase AM, Taylor AH, Fox KR, Costelloe C, Searle A, Baxter H, Winder R, Wright C, Turner KM, Calnan M, Lawlor DA, Peters TJ, Sharp DJ, Montgomery AA, Lewis G. Facilitated physical activity as a treatment for depressed adults: randomised controlled trial. *BMJ*. 2012 Jun 6;344:e2758. doi: 10.1136/bmj.e2758.

Jeffrey D Lambert, Colin J Greaves, Paul Farrand, Lisa Price, Anne M Haase, Adrian H Taylor (2018). `Web-Based Intervention Using Behavioral Activation and Physical Activity for Adults With Depression (The eMotion Study): Pilot Randomized Controlled Trial. *J Med Internet Res*. 2018 Jul; 20(7): e10112.

Yan Guo, Y. Alicia Hong, Jiaying Qiao, Zhimeng Xu, Hanxi Zhang, Chengbo Zeng, Weiping Cai, Linghua Li, Cong Liu, Yiran Li, Mengting Zhu, Nathan Asher Harris, Cui Yang (2018). Run4Love, a mHealth (WeChat-based) intervention to improve mental health of people living with HIV: a randomized controlled trial protocol. *BMC Public Health*. 2018; 18: 793. doi: 10.1186/s12889-018-5693-1

#### **Topic 5 – Mechanisms**

Balchin R, Linde J, Blackhurst D, Rauch HL, Schönbacher G. Sweating away depression? The impact of intensive exercise on depression. *J Affect Disord*. 2016 Aug;200:218-21. doi: 10.1016/j.jad.2016.04.030. Epub 2016 Apr 20.

Bartholomew, J.B., Morrison, D. & Ciccolo, J.T., 2005. Effects of acute exercise on mood and well-being in patients with major depressive disorder. *Medicine and science in sports and exercise*, 37 (12 ), pp.2032–2037.

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### Appendix 1: Self and Peer Assessment Form

<b>General Aspect</b>	<b>Specific Aspect</b>	<b>My Contribution</b>	<b>Peer Initials:_____</b>	<b>Peer Initials:_____</b>	<b>Peer Initials:_____</b>	<b>Peer Initials:_____</b>
<i>Group Task</i>	Attended all group meetings					
	Maintained contact with other group members					
	Contributed constructively to discussion					
	Asked useful questions					
	Generally was cooperative in group activities					
	Encouraged and assisted other group members					
<i>The Task</i>	Made a genuine attempt to complete all jobs agreed by the group					
	Made an intellectual contribution to the completion of the task					
	Did (at least) their fair share of the work					
	Contributed a significant amount (measured in ideas as well as words) to the final report					
	Read and commented in a timely manner on drafts of the final report					
<i>Overall</i>	Based on your ratings and comments above, this student's contribution overall on this group task.					

Rated on a scale: 4: did this very well; 3: did this adequately; 2: did this less than adequately; 1: did this poorly