

**The University of British Columbia - School of Kinesiology**  
**KIN 486A (001): Advanced Seminar in Psychology of Movement**

**Class Location:**

**Class Meeting Times:**

**Pre/Co-Requisites:** KIN 150

**Credit Value:** 3

**Instructor:** Mark R. Beauchamp, PhD

**Email:** [mark.beauchamp@ubc.ca](mailto:mark.beauchamp@ubc.ca)

**Office:** War Memorial Gym Room 122.

**Office Hours:** By appointment (in-person or via zoom). Details to be provided in the first class.

**Teaching Assistants:** Kay Anderson ([kay.anderson@ubc.ca](mailto:kay.anderson@ubc.ca))

### **Course Description**

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This course is a new course within the School of Kinesiology (in only its second year of offering). It is listed with the rather generic title ‘Advanced Seminar in Psychology of Movement’. However, to differentiate this course from 486B and 486C which also go by the same generic title, 486A (001) is probably best framed as “**Current Topics in Exercise and Health Psychology**”. In a similar regard, 486B (001) is best framed as “Inclusive Approaches to Sport Psychology) and 486C (002) is best framed as “Team Dynamics in Sport and Performance Contexts”. In subsequent years each of these courses will have titles that better reflect the content, but because these are new courses they have been allocated these generic titles (for reasons that will be explained in the first class).

486A 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 as they relate to the practice of promoting and supporting recommended physical activity for individuals and population groups. Particular attention will be directed at contemporary issues, controversies (myths, presumptions, and misguided practice), evidence informed initiatives, and innovative new approaches.

### **Aims and Outcomes**

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The overall goal of this course is to build on the foundational knowledge acquired as part of *KIN 150 – Sport and Exercise Psychology*, to promote a more in depth understanding of psychological factors that contribute to health-enhancing behaviour change, with a particular focus on physical activity. The course is designed to encourage a critical appraisal of existing frameworks as well as analysis of those theories and models that have practical utility, along with established validity evidence, to promote behaviour change among individuals, groups, and communities. The course requires students to engage with the peer-reviewed academic literature and critically examine previous and current programs and interventions, from pilot initiatives through to large scale effectiveness trials.

### **Specific Learning Objectives**

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By the end of this course, students will be able to:

- Develop an understanding of theory-based mechanisms (or processes) of behaviour change, as well as common myths and misperceptions related to the psychology of physical activity engagement.
- Gain skills essential to the design, delivery, and evaluation of physical activity interventions.
- Develop analytical knowledge and skills to promote health behaviors of individuals and various population groups

## **Class Format**

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Classes will be delivered in-person. It is strongly recommended that students read the relevant reading material prior to each class. Active involvement in all aspects is an important part of the course. Powerpoint slides and resources for each class will be made available at least one week beforehand. Any additional information concerning this course will be emailed to students. If you have a problem with specific academic material, such as lecture content, then you should first try to solve it for yourself, perhaps in consultation with your friends and by looking at the course readings and resources. If you cannot sort it out, please reach out to the class Teaching Assistant (TA) or speak with Dr. Beauchamp at the end of class, or make an appointment (via email) to arrange a meeting.

## **Readings and Resources**

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As this is an advanced undergraduate course the readings for this course will primarily come from peer-reviewed published articles (these will be specified in the last Powerpoint slide for each class). All ‘core’ readings for each class can be directly accessed/downloaded through the UBC library at: <https://courses.library.ubc.ca/c.xMxVRn> as well as the “Library Course Reserves” link on the course Canvas page ([www.canvas.ubc.ca](http://www.canvas.ubc.ca)).

We will also make use of the book ‘Influence’ by Robert Cialdini (2021) to complement the readings and materials covered elsewhere in the course. You will need to purchase this book (from [Amazon](https://www.amazon.com); it is available for approximately \$24-50; for subscribers to *kindle unlimited* it is free). If you’d like to purchase the book with another class member (i.e., to share) you can do so; but you must be able to access this text. The book is also available at the library for a 2-hour loan.

Cialdini, R. (2021). *Influence, New and Expanded: The Psychology of Persuasion*. Harper Collins.

### *Other Course Materials*

Powerpoint slides will be made available on canvas. Slides will typically be posted at least one week prior to the respective class at <https://canvas.ubc.ca>. Other required course materials such as media articles, podcasts, or videos may also be assigned to enhance students’ understanding of course content. Students will be able to access these materials on the course webpage: <https://canvas.ubc.ca>.

## **Evaluation**

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### **Assessment 1**

#### **‘Peer’ Review of Open AI text**

#### *Format*

2000-word max. Point-by-point review.

#### *Details*

Students will select an exemplar ‘question’ from a list provided by the instructor (and posted on Canvas). The question will be submitted to Open AI; students will then conduct a ‘review’ of the generated text. Students will be assessed based on their appraisal of (a) the clarity of prose in the generated text (25%), (b) the strengths and positive qualities of the synopsis within the generated text (25%), (c) the major and minor limitations of the synopsis, and (c) the precision of the generated text vis-à-vis the accuracy of the reported ‘scientific sources’ (25%).

#### *Date*

Submitted by noon on Thursday 17th October 2024.

#### *Weighting*

**20%**

<b>Assessment 2</b>	<b>Presentation</b>
<i>Format</i>	<b>Pecha Kucha</b>
<i>Details</i>	Students will work in <i>groups of three</i> to deliver a dynamic Pecha Kucha presentation (see <a href="https://www.masterclass.com/articles/pechakucha-explained">https://www.masterclass.com/articles/pechakucha-explained</a> ) in relation to one of the ‘weapons of influence’ discussed within Cialdini’s (2021) book (with relevance to any health behaviour). Pecha Kucha presentations involve 20 slides with 20 seconds per slide, resulting in a talk that lasts 6 minutes 40 seconds in total. As per Pecha Kucha style, slides must “feature an image that is predominately free of text, though presenters may use captions”. If students prefer they can also record their presentation, which will then be shared with the class in lieu of a power point slide presentation. Details, including marking criteria and sign-up options for the presentation schedule, will be provided in Week #7 and posted on Canvas.
<i>Due Date</i>	Monday 4 <sup>th</sup> and Wednesday 6 <sup>th</sup> November 2024
<i>Weighting</i>	<b>20%</b> (10% individual contribution and 10% group contribution)
<b>Assessment 3</b>	<b>Knowledge Mobilization Paper</b>
<i>Format</i>	<b>Print/Online Media Style Short Article</b>
<i>Details</i>	For this assignment students will be asked to produce a newspaper article (in the format of a ‘Time Magazine’ article or a piece for ‘The Conversation’ or ‘Washington Post’) related to ANY topic that is covered in this course. The length must be 1500 words or less. Details will be released in Week #7, with final papers due in the last week of the term.
<i>Due Date</i>	Submitted by Noon Thursday December 5 <sup>th</sup> 2024
<i>Weighting</i>	<b>25%</b>
<b>Assessment 4</b>	<b>Knowledge Mobilization Presentation</b>
<i>Format</i>	<b>Conference-style short presentation</b>
<i>Details</i>	During the last three weeks of class (see course outline) students will be provide a short 5-minute oral presentation related to their knowledge mobilization topic and article (see Assignment #3). Students can use slides and present a typical Powerpoint presentation to the class. If students prefer they can also record their presentation, which will then be shared with the class in lieu of a Powerpoint presentation. Regardless of which approach students choose, presentations will be followed by 2 minutes of questions from the audience.
<i>Due Date</i>	Weeks 12-14 (see week-by week schedule below. Sign-up options for scheduling will be provided on Canvas)
<i>Weighting</i>	<b>25%</b>

<b>Assessment 5</b>	<b>Participation</b>
<i>Format</i>	<b>Contributions to Discussions and Question Period</b>
<i>Details</i>	Students will receive marks (10% of total course marks) for their engagement with, and contributions to, the class discussions and posing questions to other students during the ‘conference presentations’.
<i>Due Date</i>	N/A
<i>Weighting</i>	<b>10%</b>

### **Grading**

Due dates for all written assignments are as highlighted above. Late assignments are deducted at a rate of 10% per day (as a proportion of the total assignment mark). Deductions will commence from the date and time the assignment is due, and will accumulate for each subsequent 24-hour period, including weekends. Assignments are not accepted after 6 days (e.g. if an assignment is due on a Thursday at 5pm, it can be handed in up until the following Wednesday at 5pm with a 60% deduction). Students are required to submit all written assignments to both **Canvas** and **Turnitin** (details will be provided on Canvas). Assignments will not be accepted through email. Assignments must have the student’s name and student number on the front page.

If you are sick or have a family emergency, which means that you cannot complete a written assignment by the due date, or if you are unable to present during your assigned slot, you must contact your instructor as soon as you are able. All extensions, rescheduling, or other concessions are at the discretion of the instructor.

Occasionally students disagree with the marks they receive. To request a review of a mark the following procedure must be followed. The student should write a typed memo (1 page maximum) describing in detail the nature of the perceived marking error and the basis for the request to review. This memo must be submitted to the instructor by email. Requests may be submitted for review **no sooner than 48 hours**, and **no later than one week after the assessment is handed back**. Please note that when a mark is reviewed by the instructor, the final re-graded mark may stay the same, go up, or go down from the originally assigned grade.

### **Policies and Expectations**

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#### *Email Etiquette*

Students are always welcome to contact the instructor and teaching assistant via email. When contacting the instructor and teaching assistant, students should use professional email etiquette and should have the course code (KIN 486) in the subject line. Please keep in mind that it may take us (instructor and course teaching assistant) up to 48 hours to respond to your email during the week and we do not check our email on weekends. Please keep this in mind around assignment due dates.

#### *Office Hours*

If you have questions or would like clarification with regard to ANY of the course content students are asked to follow the following stepwise process:

1. First, attend class and review the applicable slides.
2. Second, read the applicable reading for the respective class (see below).
3. Third, contact the course class Teaching Assistant and arrange a meeting to discuss the relevant subject matter.
4. If, after completing steps 1 to 3, you are still unclear about the subject matter, please feel free to email your instructor and arrange a time to meet and discuss the relevant material. There are no fixed office hours; however, the instructor can meet with students at a mutually convenient time either in person or via Zoom.

### *Important Dates*

Please note the following dates:

Term dates: **Tuesday September 3, 2024 to Friday December 6, 2024**

Mid-term Break: **11-13 November 2024**

Last date for withdrawal without a W on your transcript: **September 16, 2024**

Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date):

**October 25, 2024**

Final exam period: **10<sup>th</sup> to 21<sup>st</sup> Dec 2024 (Note: there is no exam for this course)**

### *Inclusivity*

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise. 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 and cultural 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: <https://senate.ubc.ca/policies-resources-support-student-success>

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 pronouns 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. Breaches 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 written assignments to Turnitin.com (software, to which UBC subscribes, that compares written material with the Web and with other material submitted to its database) to check for duplication in other sources and possible plagiarism.

Students will work in groups consisting of 3 people for Assignment #2 (Pecha Kucha Presentation). It is expected that each student will contribute equally to this assignment (but they will receive marks for both their individual contribution as well as the group's collective efforts).

### *Copyright*

All materials of this course (course handouts, lecture slides, assessments, course readings, 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. Distribution of lectures and/or class materials is strictly prohibited unless permission is obtained from the instructor.

## WEEK-BY-WEEK COURSE SCHEDULE

Week No	MONDAY	WEDNESDAY
1 Week starting: 02.09.2024		Course outline and overview of assignments.  Introduction to WEIRD Psychology
2 Week starting: 09.09.2024	Social-Cognitive Theory: Advances, critiques, and contentions	Psychological Needs and Motivation Regulation: New Directions
3 Week starting: 16.09.2024	Peer Review and 'Generative AI': Introduction to Assignment #1	Information Literacy.
4 Week starting: 23.09.2024	Mass Media Interventions and Message Framing. Point of Decision Prompts.	Family Systems Approaches to Intervention
5 Week starting: 30.10.2024	Statutory Holiday - National Day for Truth and Reconciliation (NDFTR)	Group-Mediated Cognitive Behavioural (GMCB) Approach
6 Week starting: 07.10.2024	The Social Identity Approach: Advancing a Sociopsychobio framework	Self Categorization Theory and Physical Activity Promotion
7 Week starting: 14.10.2024	Thanksgiving	The Built Environment and Health Promotion
8 Week starting: 21.10.2024	'Influence Tutorial' – Chapters 1-4	'Influence Tutorial' – Chapters 5-8
9 Week starting: 28.10.2024	Climate Change and Health Behaviour Change	Advances in Understanding Stress and Physical Activity (Dr. Eli Puterman)
10 Week starting: 04.11.2022	Assignment #2: Weapons of Influence: Pecha Kucha Presentations I	Assignment #2: Weapons of Influence: Pecha Kucha Presentations II
11 Week starting: 11.11.2024	Mid-term Break	Mid-Term Break
12 Week starting: 18.11.2024	Sport and Physical Activity: Humanitarian Approaches	Assignment #4: Conference
13 Week starting: 25.11.2024	Assignment #4: Conference	Assignment #4: Conference
14 Week starting 02.12.2024	Assignment #4: Conference	Assignment #4: Conference