



GENERAL ELECTIVE

**Fall 2011
PSYC 2180**

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Course Title:	Psychology of Exercise
Pre-requisites:	None
Co-requisites:	None
Credits:	0.5
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	Lecture

Calendar Description:

This course investigates the psychosocial influences and consequences of exercise. Students will examine exercise behaviour, explore intervention approaches aimed at modifying exercise behaviour, and study the impact of exercise on various mental health states such as stress, anxiety, depression, emotional well-being, self-concept/self-esteem, and health-related quality of life.

Course Learning Outcomes:

On completion of this course the student will be able to:

1. Discuss the emergence of the field of exercise psychology from the parent disciplines of exercise science and psychology.
2. Evaluate factors that contribute to poor rates of physical activity participation and discuss demographic data related to these rates.
3. Contrast and compare several theoretical approaches used to explain and understand exercise behaviour.
4. Examine several sources of social support and identify other types of social influences that affect physical activity.
5. Describe various techniques and intervention approaches for increasing physical activity, and discuss the effectiveness of each.
6. Assess the role that exercise can play in shaping an individual's self-concept and self-esteem.
7. Examine and discuss the impact exercise has on various mental states, such as depression, anxiety, and stress.
8. Examine the relationship between exercise and an individual's emotional well being.
9. Discuss how exercise can affect health-related quality of life.

Learning Resources

Required Textbook(s):

Title: The Psychology of Exercise
Author: Curt L. Lox, Kathleen A. Martin Ginis & Steven J. Petruzzello
Edition: Third Edition
Publisher: Holcomb Hathaway
***ISBN:** 978-1-934432-05-1

Additional materials to be determined by the instructor.

Course Schedule

Weeks	Date	Topic	Reading(s)/ Activities
1	Sept. 7	Introductions, Review of Syllabus, Group Introduction	
2	Sept. 14	The Psychology & Measurement of Physical Activity	Chapter 1 & Handouts
3	Sept. 21	The Impact of Physical Activity on Anxiety & Mood	Chapter 11, 12, 13 (pp. 345-355)
4	Sept. 28	Emotional Intelligence & Physical Behaviour	Handouts
5	Oct. 5	Personality and Exercise	Chapter 7

6	Oct. 12	Social Influences, Leadership, & Physical Activity	Chapter 5
7	Oct. 19	Midterm	
8	Oct. 26	Physical Activity Groups & Group Cohesion	Handouts
9	Nov. 2	Self-Efficacy	Chapter 3
10	Nov. 9	Transtheoretical Model	Chapter 4
11	Nov. 16	Theory of Reasoned Action, Theory of Planned Behaviour & Self-Determination Theory	Chapter 3 & 4
12	Nov. 23	Individual and Group Interventions Assignment Due	Chapter 6 & Handouts
	Dec. 2-12	Final Exam	

Evaluation and Due dates

Students will be evaluated in this course through:

Midterm (Oct. 19)	35%
Research Paper (Nov. 23)	30%
Final Examination (TBD)	35%
Total	<u>100%</u>

Late Assignments

- Late assignments will be penalized at a rate of 5% per calendar day.
- An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

Drop Box Policy

- If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2008-2009 Academic Calendar at:
<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress toward achieving learning objectives. Feedback often goes beyond grading and should be an indication of the standard a student has achieved and should to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members are urged to provide meaningful feedback (approximately 20% of the total course evaluation is the standard), prior to the 40th class day. This is the last day that students are permitted to drop classes without incurring any academic penalties.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

When students require test accommodations, they will:

Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations

Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

http://studentservices.humberc.on.ca/ssd/pnp/fac_resp.htm.

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.guelphhumber.ca/cstudents/policies/index.shtml>