

**YORK UNIVERSITY  
FACULTY OF HEALTH  
SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE**

**Course:** Advanced Social & Psychological  
Contributors to Exercise (KINE 4680)  
**Term:** Winter 2023 (Section M)

**Course Webpage:** eClass  
**Prerequisite / Co-requisite:** HH/PSYC 1010

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**Course Instructor**

Larkin Lamarche (they/them)  
Email: [lamarche@yorku.ca](mailto:lamarche@yorku.ca)  
Office: Stong 332

Office hour: Wednesdays 10:00-11:00am (ET)  
in my office; by appointment if outside this  
dedicated time

**Time and Location**

Lectures: Mondays 2:30-4:00pm (ET), Ross Building S203 (R S203) & Wednesdays 2:30-4:00pm (ET),  
Vari Hall 3006 (VH 3006)

**Territorial and Land Acknowledgement**

I included this territory and land acknowledgement as a reminder of some hesitations about behaviour change theories and harms of research – systems (like Western-based research) have done harm and still do harm. We must keep this in our minds and hearts as we learn.

*As a white settler with Irish, Scottish, Welsh, and French-Canadian heritage, I recognize and acknowledge the colonial violence that takes place (both past and present) on which the lands I live, and are assumed to be owned property. This violence (with associated colonial oppressive structures) is responsible for transgenerational trauma. I live in an area called by the Neutral Peoples, Attiwandaronia, and what is also called the bay Macassa (“beautiful waters”: Hamilton area). I work at York University. As an institution, we recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. This territory and land acknowledgement does not come without action for truth and (re)conciliation (see the [Calls to Actions](#) from the Truth and Reconciliation Commission of Canada). Learn more about the significance of territory and land acknowledgements [here](#) and in this video [here](#)..*

**Expanded Course Description**

The dominant narrative is that exercise is good for you, but so many of us don't exercise enough (or at all) to experience its benefits. Exercise is a complex behaviour, and people's relationship to it is just as complex. This course will use common theories as tools to unpack the psychological antecedents and consequences of exercise. This course isn't as much about examining exercise under the microscope as it is examining the microscope itself. As we look at both exercise and the theoretical tools, I hope to add another tool to your toolbox – critical thinking and self-reflection. As an anchor, I include a quote from Audre Lorde so that we don't forget an important message as we learn about these tools sometimes in isolation of the house (system).

“The master's tools will never dismantle the master's house.”

~Audre Lorde

## Organization of the Course

The course involves two (in-person) weekly 1.5-hour lectures taught by the course instructor. Some lecture time will model seminars whereby small group discussion will be generated. Assigned readings, videos, and other material will enrich your learning of the course material each week. The lecture time will regularly be used for small group discussion and activities. eClass will be used as 'home base' for all course material and any class announcements that need to be made. With a few exceptions, course learning will be in-person on campus (see Course Schedule below).

## Technical Requirements for Taking the Course

We will use eClass as "home base" for all course materials. Zoom will be used as a method for connecting (i.e., during my office hour) and in the rare chance this is how the class has to happen. Stable, higher speed internet can help with accessing these platforms. A way to determine Internet connection and speed: there are online tests, such as [Speedtest](https://www.speedtest.net/), <https://www.speedtest.net/> that can be run.

## Course Objectives

### COURSE CALENDAR DESCRIPTION

This course focuses on the psychological antecedents and consequences of exercise behaviour. Emphasis is placed on understanding concepts, principles, and theories of exercise psychology, and how these may be applied to research as well as the promotion and maintenance of exercise. Builds upon the topics introduced in KINE 3000 and introduces advanced topics in exercise psychology.

### BRIEF LIST OF SPECIFIC LEARNING OUTCOMES

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

1. Understand and apply the common theories of health behaviour change within the context of exercise behaviour
2. Analyse and critically evaluate research regarding social and psychological correlates of exercise
3. Create and evaluate exercise behaviour change initiatives guided by health behaviour change theories
4. Practice critical thinking and self-reflection in developing a theory for your own exercise behaviour and engaging in the research apparatus

## Course Text / Readings

There is no assigned textbook in the course. Assigned readings (academic journal articles, videos, or complimentary material of other formats) will be made available on eClass in a way that aligns with copyright and fair dealings practices. These are meant to broaden your perspective on course material. See the course schedule for details.

## Evaluation

The final grade on the course will be based on the following weighted items as indicated below:

- **Course engagement** – 10%, based on engaged participation across course. Some engagement pieces are submitted to eClass. See eClass for information and grading rubric.
- **Theory of your exercise behaviour** – 15% (Napkin Theory, 2% due Wednesday January 11 by 2:30pm, ET; remaining parts, 13% due Wednesday February 15 at 2:30pm, ET). See eClass for assignment information and grading rubric.
- **Group theory teaching** – 25%, due according to group sign-up time. See eClass for assignment information and grading rubric.
- **Research proposal outline** – 15%, due Monday March 6 by 4:00pm (ET). See eClass for

assignment information and grading rubric.

- **Research proposal** – 35%, due April 6 by 2:30pm (ET). See eClass for assignment information and grading rubric.

## Course Schedule

### Content note:

This course has content on exercise behaviour. I recognize that not all exercise experiences have been good ones – you may have had an experience that did more harm than good. I do my best to foster an inclusive teaching and learning environment that encourages you to balance meaningful engagement in course material with the self-care that feels best for you. York University has supports for students! [Check out this list resources.](#)

### JANUARY 9: INTRODUCTION TO THE COURSE & THEORY

Today we wake up our minds to learning. What is theory all about and can it be important in understanding exercise behaviour? What would your own theory of exercise look like? With this teaser, I hope to stir some wonder and excitement about the course. As ambassadors of kinesiology and health, how can we use theory to encourage people to become and stay physical active? Submit two exit thoughts to the eClass drop-box by the end of class about how you think you will use theory in your desired career path and/or some skepticism you might have about theory.

**Reading:** Forscher, B. K. (1963). Chaos in the brickyard. *Science*, 142(3590), 339-339.

### JANUARY 11: THE CHALLENGE FOR ME

Today I share some of my critiques and hesitations (and perhaps biases) about course content. I hope by doing this, we can engage in some interesting conversation about exercise behaviour change theories and shape the future of (critical) users of such theories. Today serves as an explicit reminder of Audre Lorde's quote, and the very important anchor we (and I) need. Remember to submit your Napkin theory to the eClass drop-box by the start of class (2:30pm, ET).

**Webpage resource:** Brady Brown. (2022). Positionality, intersectionality, and privilege in health professions education & research. Available: <https://www.mitemmc.org/monthly-tips/positionality-intersectionality-and-privilege-in-health-professions-education-research/>

**Reading:** Hagger, M. S., & Weeds, M. (2019). DEBATE: Do interventions based on behaviour change theories work in the real world? *International Journal of Behavioral Nutrition & Physical Activity*, 16, 36.

### JANUARY 16: GETTING ORGANIZED FOR THEORY TEACHING LESSONS & AN EXAMPLE LESSON

Today will be used to get organized for the theory teaching lesson. I will also teach the two-component model of self-presentation. I'm hoping that you learn about the model and its relationship to exercise and perhaps get some ideas for your own lessons. Check out my learning tool as a complimentary part of my lesson – you don't have to submit this one...just take a look.

### JANUARY 18: FINDING SIMILAR STUFF & MAKING SENSE OF IT

Sometimes a good place to start is to explore the question, "what has already been done on this?" Using the tools on the internet and from the library, we will find research to help us with our theory lesson and start to think about a potential research question for our research proposals. We will pick apart an article together. Introducing the introduction. Submit a reference citation from your search today and one point about why this might be a good article for your theory lesson by the end of class today.

**Article to unpack:** Duygu, G., Alison, E., & Deborah, F. L. (2019). The effects of self-

presentation to engage in physical activity. *International Journal of Exercise Science*, 12(5), 263.

**Web resource for reviewing articles:** <http://www.understandinghealthresearch.org/> (hit the big “Get Started” button to work yourself through some good questions about your article.

**Web resource:** The Kinesiology and Health Sciences Research Guide (Available: <https://researchguides.library.yorku.ca/kinesiology/home>)

### **JANUARY 23 & 25: WORK PERIODS FOR THEORY LESSONS**

Today is a work period for the theory lessons. I’ll be in my office or use the zoom link on eClass under this day to reach me for questions.

### **JANUARY 30: THEORY TEACHING**

Groups teaching Theory of Planned Behaviour, Social Cognitive Theory, and Transtheoretical Model (Stages of Change). Non-presenting students are asked to complete and submit one of the learning tools on eClass for part of your engagement grade, by the start of the next class (February 1 by 2:30pm, ET).

### **FEBRUARY 1: THEORY TEACHING**

Groups teaching Self-Determination Theory: Basic Needs Theory and Self-Determination Theory: Organismic Integration Theory. Non-presenting students are asked to complete and submit one of the learning tools on eClass for part of your engagement grade, by the start of the next class (February 6 by 2:30pm, ET).

### **FEBRUARY 6: THEORY TEACHING**

Groups teaching Health Belief Model, Social-Ecological Model and Self-Efficacy Theory. Non-presenting students are asked to complete and submit one of the learning tools on eClass for part of your engagement grade, by the start of the next class (February 8 by 2:30pm, ET).

### **FEBRUARY 8: THEORY TEACHING**

Groups teaching Health Action Process & Multi-Process Action Control. Non-presenting students are asked to complete and submit one of the learning tools on eClass for part of your engagement grade, by the start of the next class (February 13 by 2:30pm, ET).

### **FEBRUARY 13: RESEARCH QUESTIONS**

Today we will explore where research questions come from. What are some research questions you have about exercise? How might these questions be linked to theories we have learned? Today, will also be used to provide an overview of the research proposal assignment and get us organized. Show your curiosity by submitting a potential research question you have for your research proposal by the end of class today.

### **FEBRUARY 15: ANSWERING THE RESEARCH QUESTION (THE METHODS)**

Today will be about the “answering” – how do we set up a research project to answer our research question? What are the steps to the research study? Who are your participants? What are we measuring? What are the tools we are using? How might we analyse our data? What would the data look like? By now you will know the word alignment and its importance to quality research. Your theory of your own exercise behaviour is due at the start of class!

### **FEBRUARY 20-24: READING WEEK**

### **FEBRUARY 27: ANTICIPATED RESULTS & NEXT STEPS**

What would the anticipated results “look” like from your research study? How might they best be displayed or shown to a reader? Is it a graph? Are there differences between groups (e.g., control

versus intervention)? Are there themes to your data that were uncovered? Is it a picture? Remember the word “alignment.”

### **MARCH 1: WORK PERIOD FOR RESEARCH OUTLINES & PROPOSALS**

Today use class time to work on your research outline and research proposal. Come to my office (Stong 332) or join zoom (see eClass) during our usual class time if you have questions.

### **MARCH 6: RESEARCH PROPOSAL OUTLINE SHARING**

Today you will share your research idea with someone in the class to get feedback. Are you able to simply explain your study to someone who hasn't read it? Can you answer questions someone might have? What advice could you give someone else to make their study clearer or more impactful? Your research proposal outline is due at the END of class and should include the feedback of your classmate.

### **MARCH 8: ETHICAL CONSIDERATIONS & YOUR POSITIONALITY**

Today we explore some ethical considerations when doing research. Although we will not carry out our research studies, our proposals still have to uphold ethical standards. Today we will also discuss how positionality is important – no matter what type of research you do. Pssst there is a section on your research proposal about positionality. To get you started, submit one thought about your positionality in relation to your research idea to eClass by the end of today's class.

**Webpage Resource:** Positionality, Intersectionality and Privilege in Health Professions Education and Research (available: <https://www.mitemmc.org/monthly-tips/positionality-intersectionality-and-privilege-in-health-professions-education-research/>)

### **MARCH 13: USING CHECKLISTS AND CHECKING QUALITY**

Today we will explore the world of research checklists...there are lots! Although by no means the only way to assess the quality of a research article, these checklists can help you figure out some important things to include and identify when some important things are missing.

**Webpage resource:** Enhancing the Quality and Transparency of Health Research (EQUATOR network); Available: <https://www.equator-network.org/>

### **MARCH 15: RETURN TO THE INTRODUCTION**

Today we start to systematically consider my feedback on your research proposal outline and return to the parts of the research proposal assignment. Today we return to the introduction and consider how to use headings and making your introduction punchy.

### **MARCH 20: RETURN TO METHODS**

Today we return to the methods section to consider my feedback. What were you missing? Could someone replicate your study with the details you have included? Do you have data collection points that are not useful to your research question? Which checklist would you use for your study and what would it look like? Think alignment. Submit a completed checklist (of applicable parts) to eClass by the end of today's class as part of your engagement grade.

### **MARCH 22: RETURN TO ANTICIPATED RESULTS**

Today we return to the anticipated results section and consider my feedback. Is there alignment between your research design and anticipated results? Do the words align with any visual depiction of your results? Do you have all the data collection pieces accounted for? Do your findings make sense? Submit the visual depiction of your anticipated results to eClass as part of your engagement grade.

### **MARCH 27 & 29: WORK PERIOD FOR PROPOSAL**

This week use class time to work on your research proposal. Come to my office (Stong 332) or join

zoom (see eClass) during our usual class time if you have questions.

### **APRIL 3: WORK PERIOD FOR YOUR RESEARCH PROPOSAL**

Today use class time to work on your research proposal. Come to my office (Stong 332) or join zoom (see eClass) during our usual class time if you have questions.

### **APRIL 5: RESEARCH PROPOSAL DUE**

No class today – submit your research proposals by 2:30pm (ET)! The eClass drop-box is under April 3.

### **APRIL 10: NO CLASS – RESEARCH PROPOSAL CRISIS DAY**

No class today.

## **Grading, Assignment Submission, Lateness Penalties and Missed Tests**

### **GRADING**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). For a full description of York grading system see the York University Undergraduate Calendar found [here](#).

### **ASSIGNMENTS AND SUBMISSION FOR ENGAGEMENT**

All evaluation pieces are to be submitted as described within the full description of the assignment on eClass. Submission for engagement is described on eClass for the weeks where engagement submission is outlined, and is described in class.

### **LATENESS PENALTY**

All submission pieces received later than the due date will be penalized 5% per 24 hours. However, if you email me and let me know you are having challenges meeting the deadline (for any reason) AND you send this email before the deadline, we will work together to find a new due date. An extension cannot be requested for the group theory teaching lesson or course engagement submissions.

### **TURNITIN**

This course will use Turnitin.

## **IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- [Senate Policy on Academic Honesty](#) and the Academic Integrity Website
  - SPARK's [Academic Integrity module](#)
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation