

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

**Course:** Advanced Social & Psychological  
Contributors to Exercise (KINE 4680)  
**Term:** Winter 2024 (Section M)

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

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**Course Instructor**

Larkin Lamarche (they/them)  
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Office: Stong 332  
Office hour: by appointment, just email me!

**Time and Location**

Lectures: Tuesdays 2:30-4:00pm (ET), Vari Hall 3009 (VH 3009) & Thursdays 2:30-4:00pm (ET), Health, Nursing & Environmental Studies 033 (HNE 033)

**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 behaviour change theories as tools to unpack the psychological correlates 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

[Quoted from The Master's Tools Will Never Dismantle the Master's House](#)

## 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., work sessions) 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 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, describe, and evaluate exercise behaviour change initiatives guided by health behaviour change theories
4. Practice critical thinking and self-reflection in relation to exercise as a complex behaviour open to change
5. Create and disseminate a research idea as a knowledge output for guiding conversations within and beyond the Kinesiology and Health Science community

## 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. There are also assigned practice activities for some weeks. These are not graded, rather are available to encourage deeper thinking about course material. The complimentary material and practice activities 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 submission of engagement pieces across course worth 1% each, with micro-poster worth 3% (labelled with \* on the course schedule). See eClass for more information and grading rubric.
- **Theory of your exercise behaviour** – 10% (Napkin Theory, 2% due January 25 by 2:30pm, ET; remaining parts, 8% due February 8 at 2:30pm, ET). See eClass for assignment information

- and grading rubric.
- **Group theory teaching** – 20%, due according to group sign-up time. See eClass for assignment information and grading rubric.
- **Research proposal outline** – 10%, due February 15 by 2:30pm (ET). See eClass for assignment information and grading rubric.
- **Research poster** – 20%, file due on March 21 by 9:00am (ET) with the presentation on April 2 2:30pm (ET) according to Group letter. See eClass for assignment information and grading rubric.
- **Research proposal** – 30%, due April 8 by 2:30pm (ET). See eClass for assignment information and grading rubric.

## Course Schedule (\*for engagement submission class)

### 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. And it's encouraged to challenge the concept of physical activity as an all-good activity! York University has supports for students! [Check out this list resources.](#)

### JANUARY 9: THE CHALLENGE FOR ME ^PRE-RECORDED LECTURE (NOT IN PERSON)

We start with some of my critiques and hesitations (and perhaps biases) about course content. I hope by doing this, we consider some different perspectives 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.

**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.

**Reading:** Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428. <https://doi.org/10.17763/haer.79.3.n0016675661t3n15>

**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/>

### JANUARY 11: INTRODUCTION TO THEORY

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?

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

### 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.

**Lesson based on this article:** 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.

### **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.

**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: WORK PERIOD (ON YOUR OWN) FOR THEORY LESSON PREP**

Today is a work period for the theory lessons. Use the zoom link below to reach me for questions during our usual class time.

### **JANUARY 25: THEORY TEACHING\***

Remember to submit your Napkin theory to the eClass drop-box by the start of class January 25 by 2:30pm, ET.

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 (January 30 by 2:30pm, ET).

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

Groups teaching Self-Determination Theory: Basic Needs Theory, Self-Determination Theory: Organismic Integration Theory, and Health Belief Model. 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-Efficacy Theory, Health Action Process Approach and Social-Ecological Model. 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: 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 (3:50pm) of class today.

**Research question quality activity (no marks, just practice):** Five research questions will be

posted for you to review and judge the extent to which they are clear and high quality, and, if they aren't clear and of high quality (or could be clearer or higher quality), identify some weaknesses, and offer some alternative ways of phrasing. Bonus learning: identify your best guess for type of research question. Check your answers against mine (made available February 13). I will also post the published papers (where applicable) from which I pulled the research questions, so you can understand some of my points.

## **FEBRUARY 8: ANSWERING THE RESEARCH QUESTION (THE METHODS)**

Remember to submit your revised theory of your own exercise behaviour and reflection to the eClass drop-box by the start of class February 8 by 2:30pm, ET.

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? What is the difference between conceptual and operational definitions? Who are your participants? What are we measuring? What are the tools we are using? What would the data look like? By now you will know the word alignment and its importance to quality research.

**Alignment practice activity (no marks, just practice):** Choose one of 3 research questions and test your knowledge of alignment by guessing the research design type and potential outcomes included. Check your answers against the published paper (made available February 15).

## **FEBRUARY 13: ANTICIPATED RESULTS & WHAT'S NEXT**

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 developed? Is it a picture? Although researchers don't normally map out what results would “look like”, we will as a way to reflect on alignment and translating a story to an audience. Remember the word “alignment.”

**Alignment practice activity (no marks, just practice):** go straight to the results section of one (or all) of the published articles. Can you guess the question based on only reading the results section? Can you identify the primary and secondary outcomes (where applicable)? Could you guess how the data was collected and who were the participants? What's missing? Any suspected fishing? Check your answers against mine (made available February 27).

## **FEBRUARY 15: POSTER PLUG & RESEARCH PROPOSAL OUTLINE SHARING**

Remember to submit your research proposal outline to the eClass drop-box by the start of class February 15 by 2:30pm, ET.

Today I introduce some specific information about the poster assignment. You will also spend some time today sharing 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? The published papers for your alignment practice activity are released today (answers included).

**Research poster toolkit:** Collated resources as a last section on eClass

**Research proposal poster information & rubric:** Available on eClass under the Welcome section

## **FEBRUARY 17-23: READING WEEK**

### **FEBRUARY 27: 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 the eClass drop-box by the end of today's class (3:50pm) as part of your engagement grade.

**Video from class:** Henrietta Lacks: The “immortal” cells that changed the world  
<https://www.youtube.com/watch?v=pgB1qGp8BE>

**Reading:** Shamambo, L. J., & Henry, T. L. (2022). Rethinking the use of “Caucasian” in clinical language and curricula: a trainee’s call to action. *Journal of General Internal Medicine*, 37(7), 1780-1782. <https://doi.org/10.1007/s11606-022-07431-6>

**(Repeated) 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/>)

### **EXTRA QUALITY CHECK: USING CHECKLISTS TO CHECK QUALITY**

I have added a recording providing additional support around the topic of quality. This could be a good time to use a checklist as you prepare your research proposal (and poster).

In this recording I 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/>

**Practice activity:** Using the provided checklist and associated article, complete the checklist. What's missing? Check your answers against mine (made available March 7).

### **FEBRUARY 29: 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. As a start, we return to the introduction and consider how to use headings and making your introduction punchy. Pack a punch and submit a potential hook for your research proposal to the eClass drop-box by the end of today's class (3:50pm) as part of your engagement grade.

### **MARCH 5: RETURN TO THE 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.

### **MARCH 7: RETURN TO THE ANTICIPATED RESULTS**

Today we return to the anticipated results section and consider my feedback. Is there alignment between your research question, research design and anticipated results? Do you have all the data

collection pieces accounted for? Are there possible themes (and sub-themes) [for qualitative studies]? Do your findings make sense?

### **MARCH 12: POSTER FOCUS WITH MICRO-POSTERS\***

Your micro-poster is due (in paper form) by the start of class for our peer-feedback activity and as part of your engagement grade. This engagement submission is 3%.

While there are many forms of knowledge outputs in research, a poster is a common way to present a research study at an academic conference. It is a product which typically includes an introduction, research question (and hypotheses), methods, results and discussion...sections that may seem similar to those of an academic research paper. Today you will see an example. We will take a second look at the examples from earlier in the term, and dedicate some time to work out issues you might be having with your research poster through a micro-poster activity. It's strongly recommended to have reviewed the recording about posters prior to class.

### **MARCH 14: WORK PERIOD (ON YOUR OWN) FOR YOUR POSTER**

Today is dedicated time to work on your poster and written research proposal. I will be available on zoom during our usual class time for questions. Find the zoom link on eClass.

### **MARCH 19: POSTER PREP**

Today will be used as a warm-up for our poster day in a couple weeks. What will the day look like? What can you expect? Who will be there? What kinds of questions will people ask? Today will be used to fine-tune your poster and perhaps solve some design challenges.

### **MARCH 21: WORK PERIOD (ON YOUR OWN) FOR RESEARCH PROPOSAL**

The poster file (in PDF format ONLY) is due **no later than March 21 by 9:00am** to the eClass drop-box. This deadline ensures that printing services can print all our posters by our poster day, at the cost of the course.

No class today; instead, use the day to work on your research proposal. I will make myself available during our usual class time for questions. Find the zoom link on eClass.

### **MARCH 26 & 28: WORK PERIOD FOR RESEARCH PROPOSAL**

This week uses class time to work on your research proposal. I will make myself available on zoom during our usual class time if you have questions. Find the zoom link on eClass.

### **APRIL 2: POSTER DAY!\***

Today is our class poster day! We meet in Bethune College 320. The class time is a semi-structured, mix-and-mingle with your classmates, guest graduate student adjudicators and other faculty, students, and staff from inside and outside of the Health & Kinesiology community. Refreshments and snacks will be provided! There are two pieces of course engagement due this day.

### **APRIL 4: WORK PERIOD (ON YOUR OWN) FOR RESEARCH PROPOSAL**

No class today; instead, use the day to work on your research proposal. Perhaps review the poster feedback? I will make myself available during our usual class time for questions. Find the zoom link on eClass.

### **APRIL 8: PROPOSAL DUE!**

Submit your research proposal by 2:30pm (ET) on April 8 to the eClass drop-box found under this

week's topic.

## **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.). I use scientific rounding for the final grade (if the final grade is 78.6, I round it to 79). 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 (labelled with \* on the course schedule above), and is described in class.

### **LATE WORK**

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 that is feasible for both of us. An extension cannot be requested for the group theory teaching lesson, course engagement submissions, or the poster (file submission or poster day presentation). A late poster file means you will be responsible for the printing (finding a place to print it, the cost, poster pick-up and so on), and are still expected to have it ready for the poster day.

### **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