

George Mason University
College of Education and Human Development
School of Kinesiology
KINE 260.001
Fall 2023
T/TH 1:30-2:45 p.m. KJH 258
Behavior Modification for Physical Activity
3 Credits

Faculty

Name: Dr. Debra Stroiney*

Office hours: M 1:30-3:00; W 11:00-12:00; or by appointment

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**Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use "she, her" for myself, and you may address me as Dr. Stroiney in email and verbally.*

Contact Hours: I will respond to emails Monday-Friday between the hours of 7 a.m. and 4 p.m. Allow up to 24 hours for a response. I will not respond to emails on the weekends so please plan accordingly.

UNIVERSITY CATALOG COURSE DESCRIPTION

Provides students with basic knowledge of theories associated with health behavior change and exercise psychology. Examines the factors which influence adopting healthy behaviors as well as behavioral interventions to improve adherence to health and fitness programs. Introduces students to the effects of exercise on mental health.

COURSE OVERVIEW

This course provides an introduction to the psychological theories which influence behavior change. An emphasis will be placed on application of these strategies when working with the public in a health or human performance setting. Students will learn the principles behind motivational interviewing as well as having the chance to practice this type of interviewing. The class will also make connections between exercise and mental health.

COURSE DELIVERY METHOD

The course is a mix of a lecture and discussion course. However, other approaches may be used to facilitate learning. These include: videos, demonstrations and in-class activities. Overall, this will be a highly interactive class and students will be encouraged to participate.

REQUIRED TEXTS/READINGS

ACSM'S Behavioral Aspects of Physical Activity & Exercise (2014).

Learning Objectives:

At the conclusion of the course, the student will be able to:

- Identify how motivation effects exercise participation and adherence.
- Describe the principles of goal setting and the ability to design a comprehensive goal setting program
- Identify how exercise affects psychological well-being.
- Apply behavior modification strategies to improve exercise adherence.
- Identify the factors which influence health behaviors
- Demonstrate the ability to effectively perform a motivational interview.

Abilities (KSA's):

| | |
|--|---|
| DOMAIN III: EXERCISE COUNSELING AND BEHAVIOR MODIFICATION | |
| 1. Optimize adoption and adherence of exercise and other healthy behaviors by applying effective communication techniques. | |
| a | Knowledge of verbal and non-verbal behaviors that communicate positive reinforcement and encouragement (e.g., eye contact, targeted praise, empathy). |
| d | Skill in applying active listening techniques. |
| e | Skill in using feedback to optimize a client's training sessions. |
| f | Skill in effective use of a variety of communication modes (e.g., telephone, newsletters, email, social media). |
| DOMAIN III: EXERCISE COUNSELING AND BEHAVIOR MODIFICATION | |
| 2. Optimize adoption and adherence of exercise and other healthy behaviors by applying effective behavioral strategies and motivational techniques. | |
| a | Knowledge of behavior change models and theories (e.g., transtheoretical model, social cognitive theory, social ecological model, health belief model, theory of planned behavior, self-determination theory, cognitive evaluation theory). |
| b | Knowledge of the basic principles involved in motivational interviewing (MI). |
| c | Knowledge of intervention strategies and stress management techniques. |
| d | Knowledge of behavioral strategies to enhance exercise and health behavior change (e.g., reinforcement, S.M.A.R.T. goal setting, social support). |
| e | Knowledge of behavior modification terminology (e.g. self-esteem, self-efficacy, antecedents, cues to action, behavioral beliefs, behavioral intentions, and reinforcing factors). |
| f | Knowledge of behavioral strategies (e.g., exercise, diet, behavioral modification strategies) for weight management. |
| g | Knowledge of the role that affect, mood and emotion play in exercise adherence. |
| h | Knowledge of barriers to exercise adherence and compliance (e.g., time management, injury, fear, lack of knowledge, weather). |
| i | Knowledge of techniques that facilitate intrinsic and extrinsic motivation (e.g., goal setting, incentive programs, achievement recognition, social support). |
| j | Knowledge of the role extrinsic and intrinsic motivation plays in the adoption and maintenance of behavior change. |
| k | Knowledge of health coaching principles and lifestyle management techniques related to behavior change. |
| l | Knowledge of strategies that increase non-structured physical activity levels (e.g., stair walking, parking farther away, bike to work). |
| n | Skill in using imagery as a motivational tool. |
| o | Skill in evaluating behavioral readiness to optimize exercise adherence. |
| p | Skill in applying the theories related to behavior change to diverse populations. |
| q | Skill in developing intervention strategies to increase self-efficacy and self-confidence. |
| r | Skill in developing reward systems that support and maintain program adherence. |
| s | Skill in setting effective behavioral goals. |
| DOMAIN III: EXERCISE COUNSELING AND BEHAVIOR MODIFICATION | |
| 3. Provide educational resources to support clients in the adoption and maintenance of healthy lifestyle behaviors. | |
| c | Knowledge of modifications necessary to promote healthy lifestyle behaviors for diverse populations. |

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| d | Knowledge of stress management techniques and relaxation techniques (e.g., progressive relaxation, guided imagery, massage therapy). |
| g | Knowledge of community-based exercise programs that provide social support and structured activities (e.g., walking clubs, intramural sports, golf leagues, cycling clubs). |
| DOMAIN III: EXERCISE COUNSELING AND BEHAVIOR MODIFICATION | |
| 4. Provide support within the scope of practice of a fitness professional and refer to other health professionals as indicated. | |
| b | Knowledge of signs and symptoms of mental health states (e.g., anxiety, depression, eating disorders) that may necessitate referral to a medical or mental health professional. |
| c | Knowledge of symptoms and causal factors of test anxiety (i.e., performance, appraisal threat during exercise testing) and how they may affect physiological responses to testing. |
| d | Knowledge of client needs and learning styles that may impact exercise sessions and exercise testing procedures. |
| e | Knowledge of conflict resolution techniques that facilitate communication among exercise cohorts. |
| f | Skill in communicating the need for medical, nutritional, or mental health intervention. |

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Evaluation

| Evaluation Type | Points | Total |
|-----------------------------|---------------|--------------|
| Assignments (10) | 30 | 300 |
| Exams – Midterm & Final (2) | 100 | 200 |
| Client Project (1) | 100 | 100 |
| Participation/Attendance | 10 | 120 |
| Total | | 720 |

Description of Evaluation

Assignments: Throughout the semester assignments will be posted on Blackboard. Assignments will include reflection questions/discussion posts, worksheets, and case studies that will allow for practical application of the material covered in class.

Exams: The midterm and final exam will cover content from each half of the semester from lecture and the book. Exams will be a mix of multiple choice, T/F, and short answer questions.

Client Project: This project is meant for you to begin practicing your skills as an interviewing in a health and fitness setting and then creating a behavior modification plan. You will be required to select a client to who would benefit from changing a physical activity behavior, interview the client, and develop an action plan to meet their goals using the skills learned in class. Guidelines for the project will be provided on Blackboard.

Participation:

You are expected to attend and participate in class. Each class is worth **10 points, totaling 120 points, worth approximately 15% of your grade.**

You will receive the full 10 points for each class if you:

1. Are in attendance
2. Answer questions and participate in discussion, this may be done through speaking or polling.
3. Complete tasks & activities assigned during the class time. These will be explained during the class time and instructions on how to hand these in will be given.
4. If group activities are used during the class time demonstrate productive utilization of this time by presenting or handing in a completed activity.

You will receive 5 points for each class if you:

1. Do not speak or seem engaged during class but complete the activities assigned.
2. Speak and answer questions but do not complete the activities assigned.
3. In attendance

You will receive 0 points for each class if you:

1. Are not in attendance
2. Are not engaged in class: it was unclear if you were “present”, did not speak, answer questions, respond when called on or complete the activities assigned

Late Work Policy:

No late work will be accepted in this course without a submitted extension request. The extension request must be submitted in place of the assignment, to the course instructor, by the assignment deadline. Extension requests must be submitted with an explanation as to why the student is unable to complete the assignment on time. No extension requests will be granted if submitted after the assignment deadline. Students are allowed one 24-hour extension per course. Extensions approved beyond 24 hours are at the discretion of the instructor. Extensions cannot be requested for lab practical, exams or presentations. In dire or extenuating circumstances, students may be allotted additional extensions or make up opportunities at the instructor’s discretion with a possible point reduction of 20% for every day the assignment is late.

Grading Scale

| | | | |
|-----------|------------|----------|-------------------------|
| A | 4.0 | = | 93.0 & above |
| A- | 3.7 | = | 90.0 – 92.9% |
| B+ | 3.3 | = | 87.0 – 89.9% |
| B | 3.0 | = | 83.0 – 86.9% |
| B- | 2.7 | = | 80.0 – 82.9% |
| C+ | 2.3 | = | 77.0 – 79.9% |
| C | 2.0 | = | 73.0 – 76.9% |
| C- | 1.7 | = | 70.0 – 72.9% |
| D | 1.0 | = | 60.0 – 69.9% |
| F | 0.0 | = | 0.0 – 59.9% |

Do I round up?

I only round up if your grade is over the xx.9%. Please do not email me at the end of the semester asking if I will round up your grade or for extra credit. Put your best effort into the assignments and quizzes during the semester.

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/polices-procedures/>

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Make-up tests, quizzes, assignments, or other grades will be granted for excused absences only. Excused absences include: serious illness, official university excused absences and extenuating circumstances. It is the student’s responsibility to contact the instructor in order to obtain the make-up work.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles:

<http://cehd.gmu.edu/values/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Academic Integrity

GMU is an Honor Code University; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? First, it means that when you are responsible for a task, you will be the one to perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt, please ask for guidance and clarification.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>

SAFE RETURN TO CAMPUS STATEMENT

All students taking courses with a face-to-face component are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (<https://www2.gmu.edu/safe-return-campus>). Similarly, all students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, Red, or Blue email response. Only students who receive a "green" notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Students are required to follow Mason's current policy about facemask-wearing. As of August 11, 2021, all community members are required to wear a facemask in all indoor settings, including classrooms. An appropriate facemask must cover your nose and mouth at all times in our classroom. If this policy changes, you will be informed; however, students who prefer to wear masks will always be welcome in the classroom.

The Kinesiology program is an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

CELL PHONES & LAPTOPS

Cell phones and other communicative devices are not to be used during class. Please keep them stowed away and out of sight. Laptops or tablets may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g., gaming, email, chat, etc.) will result in a significant deduction in your participation grade. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism.

TENTATIVE SCHEDULE

| WEEK OF | TOPIC | READINGS/ASSIGNMENTS |
|----------------|--|---|
| 8/21 | Syllabus/Introductions Motives for Exercising Behavior Change & Physical Activity | Ch. 1 |
| 8/28 | Behavior Change Theories | Ch. 1 & Supplemental Assignment 1 |
| 9/4 | Assessing a client's behavior, motivation and resources | Ch. 2 Assignment 2 |
| 9/11 | Skills to promote physical activity | Ch. 3 Assignment 3 |
| 9/18 | Building Motivation | Ch. 4 Assignment 4 |
| 9/25 | Building Motivation | Ch. 5 & Supplemental |
| 10/2 | Motivational Interviewing; Communication Delivering Physical Activity Messages | Ch. 6 & Supplemental Assignment 5 |
| 10/9 | <i>No Class on Tuesday – Fall Break Schedule</i> Catch Up/Review | |
| 10/16 | Midterm Exam – Tuesday, 10/17 | |
| 10/23 | Leadership Promoting Physical Activity – Population Considerations | Ch. 8 Assignment 6 |
| 10/30 | Evaluating Behavior Change Programs Leadership/Professional Practice & Tips for Application Population Considerations | Ch. 9, 10 Assignment 7 |
| 11/6 | Influencing Policy & Environments Strategies for Dysfunctional Eating Behaviors | Ch. 7 & Supplemental Assignment 8 |
| 11/13 | Stress Management | Supplemental Assignment 9 |
| 11/20 | Tuesday: Exercise & Mental Health Thursday: Happy Thanksgiving! | Supplemental |
| 11/27 | Exercise & Mental Health | Supplemental Assignment 10 Client Interview Project Due |
| 12/12 | Final Exam 1:30-4:15 | |

**Note: The instructor reserves the right to make changes to the course syllabus and/or schedule at anytime. Students will always be informed of any changes made.*