

School of Kinesiology
 Faculty of Health Sciences
 Western University

**KIN 3372A – Special Topic: The Promotion of Pleasure in Physical Activity
 Fall 2017**

Instructor:	Alan Salmoni	Office:	TH 3159b
Location:	University Community Ctr Rm 61	Office Hours:	upon request
Lectures:	Tu/Th 1:30PM-3:30PM	Email:	asalmoni@uwo.ca
Labs:	strategically timed during term with places TBA on a weekly basis		
TAs:	TBD		

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

Calendar Course Description:

Selected topics in the areas of sport, exercise, play and dance. Topic and course description available in the Undergraduate Program Office. Antirequisites and/or additional prerequisites to be determined based on the topic offered.

My Course Description:

In Kinesiology, exercise prescription is typically framed in physiological terms related to factors such as intensity and duration of effort. Seldom are factors related to the promotion of pleasure derived from physical activity described in such prescriptive terms. The promotion of pleasure may be critical given the fact that few Canadians either adopt or maintain an active lifestyle. Using concepts derived from hedonic theory, this course will present and discuss important factors that, when prescribed or manipulated, can be used by an individual or a leader to promote pleasure in physical activity. A critical pedagogical element for this course is an experiential laboratory where students will be exposed to important concepts and factors discussed in the lectures that influence the experience of pleasure in physical activity. Prerequisite: Kin 2276. (2 hours of lecture, 2 hours of lab)

Anti-requisite(s)!Pre-requisite(s)!Co-requisite(s)

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Unless you have either the requisites for this course or written special permission from the course department to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Format:

Lectures Tuesday/Thursday 1:30pm-3:20pm
 Location University Community Centre Room 61

Course objectives

During the course students will:

1. experience fun physical activity
2. infuse pleasure into lectures through the creation of fun physical activity

At the end of the class students will:

3. understand selected concepts/topics important for motivation for and adherence to continued participation in physical activity, as informed by hedonic theory and related concepts.
4. Appreciate the critical importance of the promotion of pleasure in and adherence to a physically active lifestyle.
5. Have the skill to manipulate variables to produce a pleasure effect in physical activity.

Additional objectives:

6. Have students:
 - Practice being a professional with minimal direction
 - Practice being a self-directed and self-reflective learner
 - Practice working and learning in groups
7. To promote the development of:
 - Creative thinking
 - Critical thinking
 - Effective listening skills
 - Thinking with theoretical and other mental models
 - **PRIDE & INTEGRITY** in all of your work (remember that in all assignments you are demonstrating the type of professional you are (sub par work means you are projecting a sub par image of yourself))
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8. ***All class members are expected to experience physical, sometimes high intensity physical activity. (PAR-Q will be administered before the labs and all safety precautions must be taken during physical activity lab experiences)***

Behaviours I Expect of the Students

1. I expect you to come to and participate in every lecture and lab. If you cannot make class it would be professional to let the professor know about your absence.
2. Read, read, read, and read some more (particularly as background for labs/assignments).
3. Think, produce work, and communicate as a professional.

Course Readings

Ekkekakis, P., & Defermos, M. (2012). Exercise is a many-splendored thing, but for some it does not feel splendid: Staging a resurgence of Hedonic ideas in the quest to understand exercise behaviour. In the Oxford Handbook of Exercise Psychology. London: Oxford Press. Chapter 16 295-333.

There will also be assigned readings for each lab. These are intentionally not listed in the course outline to ensure that, as much as possible, the labs will involve participants naïve to the expected prescriptive effects. Thus, key readings will be assigned for each lab, **BUT DO NOT READ THEM UNTIL AFTER THE LAB EXPERIENCE IS COMPLETE.** I expect all LABS to be accompanied by additional readings/references (5-7) in addition to those cited in the lab. **Do not list references you have not read** (for “filler” effects) as this is very poor academic and professional practice and do not cite secondary references.

Lecture Topics

1. Introduction – the biological regime: exercise as medicine, physiological-based exercise prescription, health promotion as reasoned action
2. The psycho-emotional regime: hedonistic theory, the health-pleasure relationship, physical effort and pleasure, the measurement of pleasure
3. The impact of music on physical activity experiences, including the neurology of movement groove: affective responses to music, the effect of asynchronous, motivational music on the effort-pleasure balance
4. Choices in physical activity: lessons learned from free play
5. The social environment during physical activity: socio-emotional support, social networks
6. Flow theory: the activity-challenge balance, measurement of flow
7. Computer games, the sedentary competition: the encouragement of sitting, why are computer games so pleasurable, the measurement of activity adherence
8. Operant conditioning: what to do when activity is not pleasurable

Experiential laboratories (**specific labs may be changed as course unfolds)

While not taking place in one set physical location (“virtual”), the labs will take place across campus in a location that best suits the purpose of the lab. For example, when bike riding while measuring heart rate responses the lab will occur where appropriate equipment exists. Of importance, and perhaps unique to this course, lab conceptual content will precede rather follow lectures on that same content area. That is, movement experience will be used to inform conceptual understanding.

1. The effort-pleasure relationship. Students in this lab will be required to produce 6 different levels of effort on a stationary bike over an 18 minute stationary bike ride. At baseline, and at the end of each 3-minute segment effort and pleasure will be measured using the Borg Scale for effort (RPE) and the Feeling Scale (FS) for pleasure. The Exercise-Induced Feeling Inventory will be completed after the bike ride.
2. Music and the effort-pleasure relationship. In a methodology similar to Lab 1, physical activity will be experienced in graded levels of exertion while performing in music and no music conditions. Effort will be measured using RPE, while pleasure will be measured using the feeling scale (during exercise), and exercise-induced feeling inventory (EF1) after exercise.
3. Mood, movement groove, motivational quality of music for physical activity. Music is typically rated on a two dimensional scale (referred to as the Circumplex model) of Arousal and Valence. Together these two dimensions produce 4 quadrants of music-induced emotion. The mood and movement inductive quality of music will be experienced and then assessed subjectively using a mood scale. Secondly, the motivational quality of music (for exercise) will be measured using the Brunel Music Rating Inventory (BMRI), using music from the four quadrants as example
4. Inducing flow through the activity-challenge relationship. The activity used for this lab will be running and the challenge will be assigned (3) target heart rates and running against the clock for an all-out performance. After each of the four sessions flow will be measured using Jackson’s Flow State Scale (FSS).
5. Putting social into physical activity. Many people enjoy solitary physical activity while others enjoy a social environment. This lab will explore the differences between social and solitary physical activity.
6. Putting it all together. Working in groups students will create a movement experience attempting to maximize participant pleasure. Students are expected to use any independent variables experienced/discussed in class as well as appropriate measurement tools and experimental design to measure the effectiveness of their intervention.

Pedagogical Style

The learning/teaching style used in this course is grounded in an experiential model. Labs will be designed so students gain movement experiences which parallel the conceptual content of the course. As such, it is expected that students will be physically active in all of the labs as this physical participation is essential to understanding and learning of the concepts presented.

Evaluation

1. Test on Ekkakakis & Deformis (2012) (6%)
2. Student in charge of infusing pleasurable physical activity into each lecture (6%)
3. 5 lab reports (5 x 12%)
4. Major project (“putting it all together”) – 5 students per group completed in the last 2 weeks of the semester (March 31 & April 5)
 - Lab group demo (18%)
 - Group write up (10%) – how did demo work (demo evaluation)?

Laboratory reports

Reports must include:

- Introduction to topic including scientific references to support statements made
- Method
- Results
- Discussion (derived on the basis of data collected and, often additional, research read/cited)
- References cited (students are expected to do extra reading to support their lab reports)

Lab 1, 3, 5 reports done in pairs

Lab 2 & 4 reports done individually

Major Project (groups of five students put together randomly)

Used as a capstone to the course material and experiential labs, students will create a 15 minute movement experience that attempts to demonstrate how to promote pleasure in some type of physical activity. Creativity will be a major goal and therefore source of evaluation. Classmates will act as participants. Based on the methodologies taught in the five labs as well as other methods derived from additional readings, groups will be required to measure the positive and negative affect (i.e., evaluate the effectiveness of) resulting during and after the movement experience.

Course/University Policies

1. **Lateness/Absences:** Assignments are due when stated and will not be accepted late, except under medical or other compassionate circumstances. Electronic submission of assignments will not be accepted (unless otherwise specified) under any circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. Appropriate documentation for assignments worth less than 10% should be submitted to the instructor. A missed mid-term examination without appropriate documentation will result in a zero (0) grade. The course policy is not to allow make-ups for scheduled midterms, presentations or final exams, nor to assign a grade of Incomplete without acceptable and verifiable medical (or equivalent compassionate) reasons. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents or illness, death) or similar circumstances.

2. **Written documentation:** Students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. stating specific reasons and dates. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted directly, as soon as possible, to the appropriate Academic Counselling office of the student's Faculty/School of registration (ex. KIN students ~ KIN Undergraduate Office), **not** to the instructor, with a request for relief specifying the nature of the accommodation being requested. In the event of a medical request, the documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An "Accommodation Consideration Request Form" found online or in the Kinesiology Undergraduate Office" for **ALL** such accommodation requests must be submitted into the appropriate Academic Counselling office of the student's Faculty/School of registration. These documents will be retained in the student's file, and will be held in confidence.

See <https://studentservices.uwo.ca/secure/index.cfm> for specific policy and forms relating to accommodation.

3. **Grades:** Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

15% of course grades will be posted by the last day to drop a course.

4. **Scholastic offences:** They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>)

B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. **Formatting** (*as recommended by the course instructor*): example- APA style is the approved style of writing for all assignments produced for this course. Please refer to Western University Library webpage for information on citation style and format or consult the APA publication manual: Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

6. According to the **Examination Conflict policy**, “A student who is scheduled to write more than two examinations in any 24-hour period may request alternative arrangements through the office of their Academic Counsellor.” **This policy does NOT apply to mid-term examinations.* There will be no make-up for the mid-term exam. Students who miss this exam with a valid reason will have the final re-weighted accordingly.

7. **Classroom Behaviour:** Class will begin promptly at the time specified at the top of page one of this syllabus. In the event that you must arrive late, please enter the classroom with a minimal disturbance to the class. I reserve the right to lock the classroom door and deny entrance if lateness becomes a common occurrence. Excessive talking during class time is disruptive, disrespectful, and will not be tolerated. Students engaging in such behaviour may be asked to leave the room. Cellular phones, pagers, and text-messaging devices are disruptive when they ring in class. If you must bring these with you, please place them on silent mode or turn them off during class. Failure to do so may result in your being asked to leave.

8. Laptops for the **purpose of typing lecture notes** are permitted in class, but please be respectful to your fellow students and turn the sound off. If I receive complaints from other students regarding noise or other disruptive behaviour (e.g., watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom laptop privileges will be revoked.

9. Audio and/or videotaping of lectures is not permitted unless approval has been sought from the instructor in advance.

STUDENT CODE OF CONDUCT

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit

<http://www.uwo.ca/univsec/board/code.pdf>

ENGLISH PROFICIENCY FOR THE ASSIGNMENT OF GRADES

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>

SUPPORT SERVICES

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.