LOYOLA UNIVERSITY CHICAGO

EXCM 390 – Psychology of Health and Exercise

Fall Semester, 2013.

Class: M. 7:00pm-9:30pm
Credit Hours: 3
Location: Mundelein 607
Instructor: John Coumbe-Lilley PhD
Email: jclchicago@yahoo.com / Follow Dr JC-L PhD on Twitter at jcl@learn2peak
Office: Cudahy Library. South computers.
Office Hours: By arrangement

COURSE DETAILS

Student Learning Outcomes

At the end of the course students will be able to:

1. Define the psychological determinants of physical activity participation.
2. List the psychological outcomes of exercise and physical activity participation.
3. Describe strategies for increasing exercise and physical activity participation.
4. Apply health behavior change principles.

Communications note:

• During semester: Emails will be returned within 48 hours. Emails received on Friday will be responded to the following Monday.
• Outside of semester: emails will be returned when the instructor gets to them.
• No texting, Twittering, emailing, “Facebooking” during class unless directed by instructor to do so. Note: If a student is warned about their electronic media/connectivity behavior they will be penalized 5 points. For repeated infringement docked an additional 15 points for each subsequent warning thereafter. iPhones, cell phones etc may be used during
class breaks, adjournments or in special circumstances. The goal of this policy is to minimize in-class distraction and promote learning focus for all course members.

Teaching Statement
Learning should have clear objectives, strong content and clear assessment.

There are three set of objectives to achieve on this course 1) student 2) course and 3) instructor. Achieving these objectives is a balance and of art and science and approaches to teaching and learning should be utilized to reach these goals so that students learn relevant knowledge and make applications to specific exercise and physical activity populations.

Teaching Methods
The methods used in this course are to bridge the gap between science and practice. The teaching approaches used in this course are designed to increase knowledge retention, transfer and application by using but not limited to the following ways of reproducing and producing knowledge and application:

• Lecture
• Video/DVD viewing with critical discussion
• Individual study
• Individual/group presentation
• Case study criticism
• Student led questioning
• Assigned reading
• Group project work
• Role playing
• 2-minute short answer responses
• Class discussion
• Group discussion
Final Grading Scale expressed as a percentage of the total points scored:

Grading:
93-100 = A (4.0)
90-92=A- (3.67)
87-89=B+(3.33)
83-86=B(3.0)
80-82=B-(2.67)
77-79=C+(2.33)
73-76=C(2.0)
70-72=C-(1.67)
67-69=D+(1.33)
60-66=D(1.0)
<60=F(0.00)

- Percentages are rounded up from .8 e.g. 1.8 = 2 for the purposes of grading.
- There is no extra credit for this class.
- This course is not graded on a curve.
- Grades are final when posted. No bartering, negotiation, badgering, email streams, rants or raves at or with the instructor will cause final grades to change. Students should follow departmental protocols to petition to modify their grade changed.

Typical bargaining emails (Names have been omitted but the body of text is real):

“I'm sorry to be a bother, but I can't help notice my grade for the final project I was extremely devastated after seeing that grade especially with all the time and extreme effort and busting my self for this project to make it perfect for the companies and correcting all the errors. To receive a 150/200 truly tore me apart. Especially knowing the fact that my grade will not be an A, I am in extreme dire need of an A because I am applying to Physical Therapy school this summer and this B will honestly destroy all chances because a B kills my gpa a lot. I am at a lost of words Dr. JCL, if there is anything you can PLEASE do to help me get the A my grades have been roughly high throughout the semester close to borderline A. I really need this A to keep any possibilities of Graduate school, and I'm sure you know how it feels because you went throught it. Your help will be greatly appreciated! Once again sorry to be a bother.”
“This is XXX, I tried to predict my grade early, so I some calculations based on the grades posted on blackboard. I add both sides of the grades, then divided them from each other. I found out that I am at a 89.16%, If my calculation is right, is it possible to round this up to a 90%? since this grade is so important to me, I would take this minimal chance and ask about it.”

Course Assessment

Summary of Scoring

- Open book/note online quizzes 120 points
- Individual Presentation 1 40 points
- Individual Presentation 2 80 points
- Final exam taken online 48 points

POLICIES

Academic Dishonesty

College, School of Nursing and Departmental Policies will be applied if academic dishonesty, cheating and/or violations of expectations and codes of behavior by a student are found to have happened during their participation in this course. Students are referred to the Loyola University Chicago Academic Standards and Regulations for campus wide policies and procedures: http://www.luc.edu/academics/catalog/undergrad/reg.shtml

Attendance and participation policy

Registration will be taken at the beginning of every class. Students are expected to participate as required in every class.
**Course check in policy**

Students can receive a progress note on how they are doing in the class so that they are aware of their standing and can set their study goals for successful course completion. **Students are responsible for seeking this feedback.**

**Fall Semester 2013, week by week view.**

<table>
<thead>
<tr>
<th>Class</th>
<th>Monday</th>
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| Week 1 | 8/26/13  
Course Introduction; Course Syllabus; Determinants of exercise and physical activity behaviors  
**Homework:** Review slides. Read assigned paper. |
| Week 2 | 9/2/13  
**No Formal Class;** Self-efficacy introduction  
Presentation preparation  
**Homework:** online quiz; assigned reading |
| Week 3 | 9/9/13 Lecture/discussion; online quiz  
Homework: online quiz; assigned reading |
| Week 4 | 9/16/13  
Relapse prevention model  
Presentation preparation  
**Homework:** online quiz; assigned reading |
| Week 5 | 9/23/13  
**Online Class:** Self-Determination Theory  
**Homework:** online quiz; assigned reading |
| Week 6 | 10/7/13  
**Online class:** Transtheoretical Model  
Presentation 1 Preparation  
**Homework:** online quiz; assigned reading |
| Week 7 | 10/7/13  
**Presentation 1:** Conference presentation preparation  
Anxiety and exercise  
**Homework:** Review slides; Depression and exercise. Pgs. 313-340 in text. |
| Week 8 | 10/14/13  
Depression and exercise  
**Presentation 2:** Conference presentation preparation |
| Week 9 | 10/21/13  
Psychology of Injury  
Predictors of Injury  
**Homework:** Review slides; Assigned reading |
| Week 10 | 10/28/13  
Psychology of Injury  
**Homework:** Review slides; Assigned reading. Online quiz |
| Week 11 | 11/4/13  
Overtraining & burnout  
**Homework:** Review slides; Overtraining & burnout; Assigned reading |
| Week 12 | 11/11/13  
Professional applications  
Communication: patients and caregivers  
**Homework:** Assigned reading; Review slides; Working with health behavior change |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Homework</th>
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<tbody>
<tr>
<td>Week 13</td>
<td>11/18/13</td>
<td>Persuading &amp; Motivating</td>
<td>Assigned reading; Review slides. Online quiz.</td>
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<td></td>
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<td>Presentation 2 preparation</td>
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<tr>
<td>Week 14</td>
<td>11/25/13</td>
<td>Motivational Interviewing.</td>
<td>Assigned reading; Review slides</td>
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<tr>
<td>Week 15</td>
<td>12/2/13</td>
<td>Presentation 2</td>
<td></td>
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<td>Final exam preparation</td>
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<td>Week 16</td>
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<td>Final Exam delivered online</td>
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Instructor bibliography

John Coumbe-Lilley PhD

Teaching Experience

- University of Illinois at Chicago, IL. Business; sport & exercise psychology; coaching and instruction; biomechanics Loyola University Chicago, Psychology of Health and Exercise; Central Michigan University, MI. Education psychology; Oakland University, MI. Sport and exercise psychology

Education

- Doctorate in Education Psychology, UIC
- Masters in Kinesiology specializing in sport psychology, UIC
- Bachelors with Honors in Business, Sport and Recreation Management from Manchester Metropolitan University, United Kingdom

Business experience

- Presently operates consulting company. Started and owned two businesses in sports training and disease management. Chief Operating Officer for an Independent Physician Organization

Consulting experience:

- Therapeutic physical activity engagement to Olympic competition; national team and local competitive organizations, teams and players; wellness coaching for pre-bariatric patients; Independent physician practices; faculty for the American Academy of Family Physicians Performance Enhancement Forum (PEF) and Innovative Thought: team and leadership development.

Memberships

- Association for Applied Sport Psychology; American Psychological Association; National Strength and Conditioning Association; National Society for Experiential Education; National Wellness Institute

Research interests

- Mental skills training and performance; motivational interviewing and health coaching