

<b>ID</b>	2804
<b>Curricular Unit</b>	Exercise Psychology
<b>Regent</b>	Duarte Fernando da Rosa Belo Patronilho de Araújo
<b>Learning Outcomes</b>	<p>For the students, the learning outcomes are:</p> <ul style="list-style-type: none"> <li>- to know the psychological processes (cognitive, affective, and behavioral) underlying exercise behavior in its various contexts;</li> <li>- to describe and explain actual research findings on exercise psychology;</li> <li>- to evaluate, analyse and interpret individual and group behavior, namely in what concerns the psychological outcomes, of participating in exercise programmes, according to the specificity of its different contexts;</li> <li>- to know the strategies of interpersonal interaction underlying behavioral management of individuals and groups;</li> <li>- to know the self-regulation techniques that promote individual autonomy when acting on exercise and health contexts.</li> </ul>
<b>Syllabus</b>	<ol style="list-style-type: none"> <li>1. Introductory Topics             <ol style="list-style-type: none"> <li>1.1. Exercise Psychology in the Context of Sport Sciences</li> <li>1.2. Applications of Exercise Psychology</li> </ol> </li> <li>2. Theories and Psychological Determinants of Exercise Behavior             <ol style="list-style-type: none"> <li>2.1. Determinants for Exercise Behavior</li> <li>2.2. Models for Exercise Behavior</li> </ol> </li> <li>3. Exercise and Quality of Life             <ol style="list-style-type: none"> <li>3.1. Exercise Effects on Negative Emotions</li> <li>3.2. Exercise Effects on Positive Emotions</li> <li>3.3. Abuses in the Practice of Exercise</li> <li>3.4. Satisfaction in the Practice of Exercise</li> </ol> </li> <li>4. Intervention Strategies for Exercise Behavior             <ol style="list-style-type: none"> <li>4.1. Individual Interventions</li> <li>4.2. Group Interventions</li> <li>4.3. Organizational, Community and Governmental Interventions</li> </ol> </li> </ol>
<b>Evaluation</b>	<p>The teaching methodology follows a logic of knowledge development centred on the students. For that, students are stimulated to select topics among those studied on the theoretical classes, or proposed by them to the professor. Knowledge will be developed around these topics over the semester, with contributions both from the students and the professor. Evaluation is based on the work developed by each group of students, where they build a file on topics of exercise psychology. Each topic selected by the students is presented both 1) as a written report, and 2) as an oral presentation. The evaluation about the topics presented in the theoretical classes is made with a written test.</p>

**Bibliography**

- Biddle, S., & Mutrie, N. (2007). Psychology of physical activity: determinants, well-being and interventions. London: Routledge.
- Calmeiro, L., & Matos, M. (2004). Psicologia do Exercício e da saúde. Lisboa. Visão e Contextos.
- Berger, B., Pargman, D., & Weinberg, R. (2002). Foundations of Exercise Psychology. Morgantown, Mv: FIT.
- Buckworth, J., & Dishman, R. (2002). Exercise Psychology. Champaign, Il: Human Kinetics.