Exam Review Suggestions. (1) Content for exam #3 will include lecture notes, textbook information, and articles/class discussions. (2) Exam questions will be developed to elicit both a general understanding of concepts in exercise psychology and a more detailed understanding of specific concepts discussed during class. (3) It is strongly recommended that students read the textbook chapters to review for the exam. Class lecture information is mostly derived from the textbook and reading these chapters will help to increase the students’ understanding of the lecture concepts. (4) Exam questions will include multiple choice (25-30) and short answer (4-5) so students should prepare for exam #3 in a manner that will allow for maximum success on both types of questions. The exam will be given from 11:15 am to 12:30 pm. Questions on the exam will be developed from the following information:

Student Presentations
You are responsible for understanding the purpose, participants, methods, and results from the articles covered in class during the class discussions. Refer to the class handouts to prepare for this information.

Exercise Dependence
Explain how ED is different than eating pathology
Understand the basic symptoms of AN and BN

Social Influences
What is a social influence and how is this different/similar to social support?
Define and understand the 5 types of social support (Wills & Shinar, 2000)
Understand the basic research purpose and findings from: Hibbard (1988), Leslie et al. (1999), and Patrick and D’Eon (1996)
Understand the different sources of social support and the related research
Define group cohesion (Carron et al., 1998)
Understand and explain the Group Cohesion Model (Carron et al., 1985) – be able to explain and replicate the model
Understand techniques for increasing exercise-related group cohesion

Special Populations – Exercise and Gestational Diabetes lecture – see notes for * information

Special Populations
What is a special population and why is it important to conduct research with special populations?
What is the primary goal of physical activity interventions?
What are common theories used to guide intervention that we have already discussed in class?
Understand the basic elements about the importance of the intervention setting and the level of the intervention
Understand the Dishman and Buckworth (1996) study purpose and main study findings
Understand and explain the basic behavioral strategies used in interventions (note, you may be asked to design an intervention using UNIQUE behavioral strategies not discussed in class – these could be things that you “invent” as long as they have a rational reason for why you would use this strategy)

Childhood Obesity
Understand the basic statistics about the prevalence of obesity and inactivity, sex differences, age differences
Understand contributing factors to obesity
Understand the present physical activity guidelines for youth
Understand the basics of the obesity research/common issues
Understand and explain the purpose, procedures, and main study findings from the Moore et al., (2003) paper
Understand strategies for youth obesity/physical activity interventions