Investigators are responsible for ensuring that the rights and welfare of human subjects participating in research activities are protected, and that methods used and information provided to gain subject consent are appropriate to the research. The IRB will review only those assignments, activities, or investigations that are defined as research. “Research” as defined by federal administrative bodies is “a systematic investigation designed to develop or contribute to generalizable knowledge” (45 CFR 46.102). Course projects whose primary intent and design are pedagogical, and are not originally intended to contribute to the general body of knowledge, are not normally subject to IRB review. However, it is the position of the IRB that the individual faculty member retains ethical responsibility for the proper conduct of such instructional studies.

All the research activities involving the use of human beings as research subjects (participants) must be reviewed and approved by the Elon University Institutional Review Board (IRB), unless the IRB chair determines that the research falls into one or more of the categories of exemption established by federal regulation. These categories include research conducted in commonly accepted educational settings involving normal educational practices such as research on regular and special education instructional strategies, research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. Also exempt is research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior. However, each category of exemption contains specific exceptions. Please note that only the IRB may make the determination if the research qualifies for exemption under Title 45 CFR 46.101.

Investigators may not solicit subject participation or begin data collection until they have received approval or written concurrence that research has been determined to be exempt from the Institutional Review Board.

Students may not serve as Principal Investigator on an IRB study and should work with their faculty mentor, instructor, etc as a Co-Investigator when submitting an IRB application.

Application forms are available on the Internet at www.elon.edu/IRB. The form may be downloaded and completed but must be submitted in both electronic and hard copy due to signature requirements. If you have questions about the IRB application form or about the review process, contact:

Stephen Bailey
Chair, IRB
Phone: 278 6346 /E-mail: bailevs@elon.edu

The Institutional Review Board generally meets on an ad hoc basis as proposals are submitted for review. Applicants must allow a minimum of 2 weeks for the review process. Allow for extra time if proposal is submitted during the summer or winter term. Proposals describing research that involves more than minimal risk to participants (any harm anticipated in the proposed research that is more probable or of greater magnitude than that ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests) will require a full review, which will occur during the monthly standing IRB meeting. Contact the IRB Chair for meeting times.
A notice of the IRB’s action will be sent to the researcher(s). It is the responsibility of the researcher(s) to see that the form is given to any agency which may require it.


INSTRUCTIONS:

Your responses to the 20 questions in the summary sheets that follow are basic to the Institutional Review Board’s determination about the protection of the rights and welfare of human subjects in your research. Your responses should be clear, complete, and easy to understand.

Place your typewritten response immediately under each question (not on a separate sheet). It is important that you answer every question. If you believe that a question does not apply to your research, enter a response such as “N/A” or “does not apply.”

Copies of the following must be included with this form:

1. The letter/script that will be used to inform participants of the nature of the research.
2. The informed consent template the subject(s) will sign (samples appropriate to behavioral and biomedical research are available at www.elon.edu/IRB).
3. Copies of surveys, instruments or measures, questionnaires, interview schedules, focus group questions and/or other materials used to collect data.

Submit one complete hard copy and one digital copy (as a .docx or .pdf file, via e-mail or disk) to:

Stephen Bailey  
Chair, IRB  
2085 CB  
(baileys@elon.edu)
**Title Page: Review Form for Projects Using Human Subjects**

**Elon University**

<table>
<thead>
<tr>
<th>Research Project Title</th>
<th>Impact of housing choice on physical activity levels among college students</th>
</tr>
</thead>
</table>

**Principal Investigator**  
*Note: Students cannot serve as PI*

- University Relationship: Professor, Associate Professor, Assistant Professor, Instructor, Other (please specify)
- Name (first, middle initial, last): Paul C. Miller
- Department: Exercise Science
- Campus Box/Phone: 2345 CB/x.5882
- E-mail: millerp@elon.edu
- Signature: Click here to enter text.
- Date: 2/20/10
- Fax: x. 5918

**Co-Investigator**  
*University Relationship: Faculty, Staff, Graduate Student, Undergraduate Student, Other (please specify)*

- Name (first, middle initial, last): Click here to enter text.
- Department: Click here to enter text.
- E-mail: Click here to enter text.
- Signature: Click here to enter text.
- Date: Click here to enter text.
- Fax: Click here to enter text.

*IF MORE THAN ONE CO-INVESTIGATOR, PROCEED TO NEXT PAGE*
<table>
<thead>
<tr>
<th>Co-Investigator</th>
<th>Name (first, middle initial, last): Click here to enter text.</th>
<th>Campus Box/Phone: Click here to enter text.</th>
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<tbody>
<tr>
<td>University Relationship: (Faculty, Staff, Graduate Student, Undergraduate Student, Other (please specify))</td>
<td>Department: Click here to enter text.</td>
<td>E-mail: Click here to enter text.</td>
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<td></td>
<td>Signature: Click here to enter text.</td>
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</tr>
<tr>
<td></td>
<td>Date: Click here to enter text.</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** If more than four co-investigators will be listed, copy box on form and fill in additional information as needed.
Application Questions
Please type your responses.

INTRODUCTION TO THE PROPOSED RESEARCH

1. Provide the date when you propose to begin research and the date when you anticipate that research will be completed.

   Proposed start date: ASAP    Anticipated completion date: May, 2011

2. Indicate any source(s) of funding for the proposed research i.e., department funds or grants.
   
   N/A

DESCRIPTION OF THE PROPOSED RESEARCH

3. Provide a brief (1 page or less) description of the purpose of your research.

   Active commuting has been described as a viable way to facilitate increases in physical activity; yet, the national average for active commuting is only 13%. By not participating in active transportation, the general public is missing out on an ideal opportunity to increase daily physical activity. There are numerous health benefits to active transportation including reduced body fat, lower blood pressure, increased high-density lipoprotein, reduced risks of bone fracture, and reduced mortality rates. People who live in walkable neighborhoods spend more time walking for errands than those living in non-walkable neighborhoods. Consequently, they tend to have an overall lower BMI and decreases risk of being overweight.

   Residents are more likely to walk or bike as a form of transit if the environment makes it an attractive option. The type of environment one lives in can easily influence whether one chooses to walk or use a car for transportation. The qualities of the environment, such as perceived safety, aesthetics, and facilities near the home, will also affect a person’s choice to walk. Suburban neighborhoods have lower residential density, which emphasizes reliance on automobile use and deemphasizes walking as a form of transportation. Also, these areas tend to lack sidewalks, which decrease a pedestrian’s level of safety. Thus, this population will rely more heavily on cars for most of their needs.

   Among students, it has been suggested that there may increased participation in walking and bicycling among those who live in more densely populated areas nearer to the school. Many factors, such as knowledge, attitudes, behaviors, and personality traits, influence commuting habits. The most reliable correlate for participation in this type of behavior is past participation. Also, the attitudes of family, peers and health professionals as well as the weather, proximity to facilities, and time all influence the behaviors of an individual. People who value exercise believe they have control over their health; thus, they believe that exercise can help improve their health are more likely to participate and maintain an exercise routine.

   There are several barriers to participation in active transportation that are common among college-aged individuals. They relate to perceived safety, sidewalks, time-management, and appearance-related barriers, such as sweating. Housing choices and proximity to campus may be important characteristics to consider when addressing active transport among college students. Therefore, the purpose of this study is to describe the impact housing choices may have on physical activity participation.
4. Indicate the **setting or location(s)** where research will be conducted. Attach letters of support or agreement, as necessary, showing that you have permission to conduct research at that location. If you are interacting with human subjects outside of the United States, describe what procedures are required to adhere to the human subjects mandates for the country where data collection will take place.

   **On the campus of Elon University.**

5. Does the proposed research require that you **deceive** participants in any way?

   ___ Yes    ___ No

6. If your response is “yes,” describe the type of **deception** you will use, indicate why it is necessary for this study, and provide a copy of the debriefing script.

7. Describe **in detail** what will happen to or be required of subjects in your investigation. (Include a description of any instruments used, sample of questionnaires, focus group questions, etc.)

   Each participant will be given a demographic survey to ascertain housing, commute, academic class, etc.

   Physical activity will be monitored for 1 week using an Actigraph GT1M accelerometer. This device is small and worn attached to a belt and placed above the hip. It records movement as activity counts. It also records steps taken over the course of its use. It uses mathematical processes to calculate calories consumed.

   Participants will complete an Exercise Habits Questionnaire containing questions pertaining to their exercise participation habits. This questionnaire asks the participants to recall over the past 3 months and provide a typical account of their weekly physical activities over that time.

   The participants’ innate propensity to exercise will be assessed using the Preference for and Tolerance of Intensity of Exercise Questionnaire (PRETIE-Q). The PRETIE-Q is a projective instrument that can be used to assess an individual’s innate willingness to participate in exercise of varying intensity. The PRETIE-Q has been previously validated against self-report exercise questionnaires.

   Each participant will also fill out a benefits of and barriers to physical activity questionnaire. These are validated Likert scales (1-5) that assess perceptions of physical activity participation.
RISKS AND BENEFITS

8. Describe any potential physical or psychological risks or problems that a research participant may encounter by participating in this investigation. Also describe how you plan to minimize these risks. Examples of risks and problems include but are not limited to physical injury, painful simulation, deception, coercion, embarrassment, lack of confidentiality, lack of full disclosure, and lack of feedback for subjects. If appropriate, include a description of any special qualification or training by investigators that will be used to minimize risk for the subject (e.g. CPR certification).

none

9. Describe the potential benefits of conducting this research. List the benefits to the participants themselves, contributions to the field of knowledge, and benefits to society as a whole. If the research participants will not receive any direct benefits from participating in this study, indicate this in your response.

This information may be useful in the development of built communities or urban form.

PARTICIPANTS

10. Indicate the total number of participants you require, and your sampling procedure.

200 participants will be recruited by convenience sampling.

11. Do you plan to use vulnerable subjects in your investigation? ___X_Yes ___No

Examples of vulnerable subjects include students, children, prisoners, pregnant women, mentally disabled persons, or economically disadvantaged persons.

12. Describe the type and source of subjects required (i.e., single parents at Elon, psychology classes, patients at Alamance Regional Medical Center, sixth graders at Turrentine Middle School, etc.).

The participants will be Elon University students.

13. Provide an estimate of the amount of time that will be requested from each person who participates in this research study (number of sessions, amount of time per session, and duration of period of time over which the research will take place).

Each participant will fill out the questionnaire packet that should take about 30 minutes.

They will also be asked to wear the accelerometer for 1 week. This is a very small device and should not be uncomfortable for the participant.
INFORMED CONSENT PROCEDURES

14. Describe what you have done to make sure your subjects are fully informed about their role in the research, that their confidentiality will be maintained, and that their participation is voluntary, and that they can withdraw at any time without penalty. Include a description of how and by whom consent will be sought from subjects.

Each participant will complete an informed consent. They are free to withdraw from the study at any time. Consent will be obtained by the investigator and/or research students at the time of enrollment.

15. Describe any incentives, inducements, or reimbursements (e.g. extra credit, research credit, cash payment, raffle, gift) that will be offered to the participants. Indicate whether participants will receive the incentives if they withdraw before the study has been completed.

None

CONFIDENTIALITY OF THE DATA

16. Indicate the intended use of your data. Check all that apply.

_____ Thesis  __X__ Publication/journal article

_____ Capstone  _____ Results released to participants/parents

_____ Undergraduate honors project  _____ Results released to employer or school

__X__ Conferences/presentations  _____ Results released to agency or organization

_____Other. Describe below.

17. Describe the steps you will take to insure the confidentiality of the data. Indicate how you will safeguard data that includes identifying or potentially identifying information (e.g. coding). Indicate when identifiers will be separated or removed from the data.

Each participant will be given a unique identifier so that their responses cannot be identified as theirs. Their name will not appear on any of the data collection materials. Once completed, the questionnaires will be kept in a locked file cabinet in one of the investigators offices.
18. Indicate where and how you will store the data and how long you plan to retain it. (Research proposals that involve any type of use of human subjects must be retained for 3 years.) Describe how you will dispose of it (e.g. erasure of tapes, shredding of data).

Data will be stored in a locked file cabinet in an investigators office. Once the study is complete and the required 3 years has passed, the materials will be shredded and sent to recycling.

19. Will results of this research be made available to the subjects involved?

   ___ X ___ Yes    ____ No

20. If so, how and when?

    Upon completion of the study, participants will be furnished the results via a brief executive summary of the study and its findings.
ELON UNIVERSITY
CONSENT FORM

PURPOSE
The purpose of this research is to identify the impact of housing location on physical activity participation.

PROCEDURES
1. You will be asked to come to the Koury Center Laboratory on 2 consecutive Fridays.
   a. On the first Friday, you will complete the informed consent and the questionnaire packet. This should take no longer than 30 minutes. You will also receive training on how to operate the physical activity monitor (See #3 below).
   b. On the second Friday, you will be asked to return the physical activity monitor to the laboratory.
2. You will complete a packet of questionnaires that include;
   a. a demographic survey
   b. an Exercise Habits Questionnaire containing questions pertaining to your exercise participation habits.
   c. The Preference for and Tolerance of Intensity of Exercise Questionnaire (PRETIE-Q) which assesses your innate propensity to exercise.
   d. A questionnaire that assesses your perceived benefits of physical activity.
   e. A questionnaire that assesses your perceived barriers to physical activity.
3. You will be asked to wear a physical activity monitor for 7 days. Physical activity will be monitored for 1 week using an Actigraph GT1M accelerometer. This device is small and worn attached to a belt and placed above the hip. It records movement as activity counts. It also records steps taken over the course of its use. It uses mathematical processes to calculate calories consumed.
4. During the week of participation, we ask you to continue engaging in your routine activities.

DURATION
In order to complete this study, you will be asked to come to the Koury Center Laboratory on two consecutive Fridays. All questionnaires and instruction will be given on the first Friday. On the second Friday, we will collect the accelerometers and download the data.

POSSIBLE RISKS AND DISCOMFORT
There are no anticipated risks or discomforts as we are simply asking you to continue with activity that you are already engaged in. However, if you should feel uncomfortable with your participation, please alert the investigators immediately and you may discontinue participation.

POSSIBLE BENEFITS
There may be no direct benefit to you in participating in this research. The information provided by this investigation may potentially provide information relevant to community planning and policy development.
COMPENSATION & COST OF PARTICIPATION

You will not be charged nor will you receive any monetary compensation in exchange for participating in this investigation.

STUDENT PARTICIPATION

No record of your participation or discontinuation will be part of your academic record at this institution. Also, your participation or discontinuance will not constitute an element of your academic performance.

NEW INFORMATION

Any new information that is developed during the course of this study, which may influence your willingness to continue participation in this study, will be made available to you.

CONFIDENTIALITY

Your results will be confidential. A number will be assigned to you, which will be used for all of your paperwork and data sheets. Only the researchers will have access to the identification of names with I.D. numbers. The data will retained by and be the property of Elon University. In any publication of these results, only non-identifiable subject codes will be utilized.

RIGHT OF REFUSE OR TO WITHDRAW FROM THE STUDY:

You may refuse to participate or discontinue your participation at any time without penalty. Furthermore, the investigators have the right to stop your participation in the study at any time.

OFFER TO ANSWER QUESTIONS

The investigators will answer all of your questions and you will receive a copy of this form. If you have any questions concerning this research or the manner in which the study was conducted, please contact:

Dr. Paul Miller
278-5882

SUBJECT’S AGREEMENT

I have read the information provided above. I voluntarily agree to participate in this study. After I have signed this document, I understand that I will be able to receive a copy of this consent form.

Signature of Research Subject ________________________________ Date __________________________

Signature of Person Obtaining Consent ___________________________ Witness _________________________
Name: ___________________________ Ht: ______ Wt: ______ Age: ______

Do you currently have a car at Elon?   Yes     No

Before coming to Elon:

1. In your senior year, how did you usually get to high school?
   a. Drove by yourself.
   b. Rode in a car with others.
   c. Was given a ride by parents.
   d. Took the school bus or public transportation.
   e. Walked or bicycled.
   f. Other ________________________________

2. During your last year or two at home, how often did you take a bus or other public transportation?
   a. Never.
   b. Less than once a month.
   c. More than once a month, but less than once a week.
   d. At least once a week.
   e. Most days.

3. During your last year or two at home, how often did you run, walk, or ride a bicycle for exercise?
   a. Never.
   b. Less than once a month.
   c. More than once a month, but less than once a week.
   d. At least once a week.
   e. Most days.

4. During your last year or two at home, how often did you walk or ride a bicycle for transportation (to get to a store, school, a friend’s house, etc.)?
   a. Never.
   b. Less that once a month.
   c. More than once a month, but less than once a week.
   d. At least once a week.
   e. Most days.

5. Where do you live at Elon? ________________________________

If you are not a first student, answer this next set of questions. First year students can skip ahead to Question 9.

Last school year, where did you live? ________________________________
6. Last school year, how did you usually get to class?
   a. Drove by yourself.
   b. Rode in a car with others.
   c. Took the bus or tram.
   d. Walked or bicycled.
   e. Other ________________________.

7. Last school year, how often did you take Elon's bus or tram?
   a. Never.
   b. Less that once a month.
   c. More than once a month, but less than once a week.
   d. At least once a week.
   e. Most days.

8. Last school year, how often did you walk or ride a bicycle to class?
   a. Never.
   b. Less that once a month.
   c. More than once a month, but less than once a week.
   d. At least once a week.
   e. Most days.

A little a bit about your neighborhood at home.

On a scale of 1 to 5 (1 means doesn’t really describe my neighborhood, 5 means it really describes my neighborhood), please rate these statements as they apply to your neighborhood at home.

9. There are convenient sidewalks.
   Doesn’t describe
   
   1  2  3  4  5
   Accurately describes

10. The homes are on large lots.
    Doesn’t describe
    
    1  2  3  4  5
    Accurately describes

11. There is convenient public transportation.
    Doesn’t describe
    
    1  2  3  4  5
    Accurately describes

12. Everybody drives everywhere
    Doesn’t describe
    
    1  2  3  4  5
    Accurately describes
In this section we would like to ask you about your current physical activity and exercise habits that you perform regularly, at least once a week. Please answer as accurately as possible. Circle your answer or supply a specific number when asked.

**Exercise/physical activity**

1. For the last three months, which of the following moderate or vigorous activities have you performed regularly? (Please circle YES for all that apply and NO if you do not perform the activity; provide an estimate of the amount of activity for all marked YES. Be as complete as possible.)

**Walking**

NO  YES  How many sessions per week?  
How many miles (or fractions) per session?  
Average duration per session?  (minutes)

What is your usual pace of walking? (Please circle one)

CASUAL or STROLLING  
(<2 mph)

AVERAGE or NORMAL  
(2 to 3 mph)

FAIRLY BRISK  
(3 to 4 mph)

BRISK or STRIDING  
(4 mph or faster)

**Stair Climbing**

NO  YES  How many flights of stairs do you climb UP each day?  
(1 flight = 10 steps)

**Jogging or running**

NO  YES  How many sessions per week?  
How many miles (or fractions) per session?  
Average duration per session?  (minutes)

**Treadmill**

NO  YES  How many sessions per week?  
Average duration per session?  (minutes)  
Speed? (mph)  Grade? (%)  

**Bicycling**

NO  YES  How many sessions per week?  
How many miles (or fractions) per session?  
Average duration per session?  (minutes)

**Swimming laps**

NO  YES  How many sessions per week?  
How many miles (or fractions) per session?  
(880 yards = .5 miles)  
Average duration per session?  (minutes)
Aerobic dance/Calisthenics/Floor exercise
NO  YES How many sessions per week?
Yes: Average duration per session? _______ (minutes)

Moderate Sports
(e.g., leisure volleyball, golf (not riding),
social dancing, doubles tennis)
NO  YES How many sessions per week?
Yes: Average duration per session? _______ (minutes)

Vigorous sports
(e.g., racquetball, singles tennis)
NO  YES How many sessions per week?
Yes: Average duration per session? _______ (minutes)

Other vigorous sports
or Exercise Involving
Running (e.g., Basketball, soccer)
NO  YES Please specify:
Yes: How many sessions per week?
Yes: Average duration per session? _______ (minutes)

Other Activities
NO  YES Please specify:
Yes: How many sessions per week?
Yes: Average duration per session? _______ (minutes)

Weight Training
(machine or free weights)
NO  YES How many sessions per week?
Yes: Average duration per session? _______ (minutes)

Household activities (sweeping, vacuuming,
washing clothes, scrubbing floors)
NO  YES How many hours per week?

Lawn Work or gardening
NO  YES How many hours per week?

2. How many times a week do you engage in vigorous physical activity long enough to work up a sweat? _______ (times per week)
<p>| | | | | | |</p>
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<tbody>
<tr>
<td>1</td>
<td>Feeling tired during exercise is my signal to slow down or stop.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>I would rather work out at low intensity levels for a long duration rather than at high-intensity levels for a short duration.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>During exercise, if my muscles begin to burn excessively or if I find myself breathing very hard, it is time for me to ease off.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I'd rather go slow during my workout, even if that means taking more time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>While exercising, I try to keep going even after I feel exhausted.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>I would rather have a short, intense workout than a long, low-intensity workout.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>I block out the feeling of fatigue when exercising.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>When I exercise, I usually prefer a slow, steady pace.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>I'd rather slow down or stop when a workout starts to get too tough.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Exercising at a low intensity does not appeal to me at all.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Fatigue is the last thing that affects when I stop a workout; I have a goal and stop only when I reach it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>While exercising, I prefer activities that are slow-paced and do not require much exertion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>When my muscles start burning during exercise, I usually ease off some.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>The faster and harder the workout, the more pleasant I feel.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>I always push through muscle soreness and fatigue when working out.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>Low-intensity exercise is boring.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Pref/Tol-X1-2000
**DIRECTIONS:** A number of statements that may describe reasons why people **DO NOT** participate in exercise are given below. Read each statement and then circle the appropriate number to the right of the statement, with 1 representing a not important reason and 5 representing an extremely important reason as to why you **would not** participate in exercise. There are no right or wrong answers. Do not spend too much time on any one statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exercising makes one look silly.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>2. Exercising takes too much discipline.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>3. The fitness room environment is intimidating.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>4. My family does not encourage me to exercise.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>5. Exercising interferes with one’s social life.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>6. I do not know how to use exercise equipment.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>7. I have too much work to do.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>8. Exercising makes one hot and sweaty.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>9. I do not like to exercise alone.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>10. There are no convenient places to exercise.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>11. Exercising makes muscles look large and bulky.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>12. I am too lazy to exercise.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>13. I am too uncoordinated to exercise.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>14. I am too tired to exercise.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>15. Exercising is an activity for men only.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>16. Bad weather keeps me from exercising.</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
</tbody>
</table>
17. I am too unfit to exercise.
18. Family obligations keep me from exercising.
19. Exercising is too inconvenient.
20. I am too busy to exercise.
21. Exercising causes sore muscles.
22. My friends do not exercise.
23. Exercising is uncomfortable.
24. I am too fatigued to exercise.
25. I have medical problems that prevent me from exercising.
26. Exercising is too boring.
27. Exercising interferes with work.
28. I do not have enough time to exercise.
29. Having men in the fitness room is intimidating.
30. Exercising interferes with school.
31. It is too difficult to learn how to exercise.
**DIRECTIONS:** A number of statements that may describe reasons why people DO participate in exercise are given below. Read each statement and then circle the appropriate number to the right of the statement, with 1 representing a not important reason and 5 representing an extremely important reason as to why you would participate in exercise. There are no right or wrong answers. Do not spend too much time on any one statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exercising provides a way to meet people.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Exercising improves appearance.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Exercising improves health.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Exercising results in confidence in self.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Exercising helps one stay in shape.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Exercising improves strength.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Exercising helps one to cope better with pressure.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Exercising is a good activity to do with friends.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9. Exercising is relaxing.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10. Exercising increases metabolism.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11. Participating in exercise builds companionship.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12. Exercising makes one feel more energetic.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13. Exercising improves flexibility.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14. Exercising improves self-image.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15. Exercising helps one lose weight.</td>
<td>1</td>
<td>2</td>
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<td></td>
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</tr>
<tr>
<td>16. Exercising is competitive.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>17. Exercising helps one look good.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>18. Exercising helps one feel better in general.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>19. Exercising lifts one’s spirits.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>20. Participating in exercise gives one time to think.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>21. Exercising helps maintain proper weight.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>22. Exercising improves one’s attitude towards life.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>23. Exercising improves cardiovascular fitness.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>24. Participating in exercise gives one peace of mind.</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>