

# KINE 4753 NT; Promoting Physical Activity for Youth

## Syllabus

### Course Overview

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#### **Description**

The declining levels of physical activity among youth and adolescents is a growing public health issue and represents a complex challenge that will require efforts at all levels of society. In this course students will examine the scope of physical (in)activity among youth and adolescents, the factors that contribute to youth physical activity as well as the consequences of physical (in)activity among this population. Further, students will explore ways to best promote physical activity for youth and adolescents. This course will introduce students to theoretical, research and applied issues relevant to physical activity promotion for youth and adolescents. This will be done using a combination of readings and reflection. The course will draw from peer reviewed research, real-world examples as well as commentary found in popular media. Building on the foundational material presented in the course, students will pursue relevant topics of personal interest to them in more depth. Throughout the course students will be assessed on their ability to integrate information and to summarize the issues important for addressing the public health challenge that is youth physical inactivity.

I am a firm believer in moving toward a society that fosters positive health behaviours among our youth. A key step in doing so involves the engagement of informed professionals and citizens to help youth engage in physical activity necessary for health benefits. Complicating this challenge is the fact that we ask youth to be more active and reduce screen time while we work at a desk and are hooked to e-mail all day. As a result, in addition to the required course material students will be asked to complete personal challenges, or activities that will encourage them to reflect on their own understanding of, and engagement in healthy behaviour.

### Learning Objectives

1. Identify and evaluate broad issues relating to the field of physical activity promotion for youth and adolescents.
2. Critically read, assess and interpret research findings from the physical activity literature.
3. Understand the multiple influences on the physical activity patterns of youth and adolescents
4. Think critically in comparing and interpreting research findings and real-world examples in forming integrative perspectives on physical activity promotion for youth and adolescents.

### Course Content

The course content will largely be based on textbook readings and delivered through online powerpoint presentations. Whenever possible content will be drawn from or related to, relevant, real-world issues and framed within the larger Canadian context. Students are expected to read the textbook chapters and study the powerpoint presentations as both sources will be needed to fully capture the content of the course. Reviewing the supplementary resources will also be of benefit. Finally, students are encouraged to engage in the material, applying it to situations that are relevant, important or of interest to them as this results in better retention and understanding.

Students are **required to cover content from 7 modules**. All students are required to cover the content for all *5 foundational modules* of the course. However, the design of the course recognizes that students may have differing interests that fall under the broad topic of youth physical activity. As such, students are to choose their remaining *2 supplementary modules* from those listed below. It is felt that this allows students to pursue topics of interest to them in more depth.

Module	Topic	Chapter(s)
Foundational Modules (required)		
1	Youth physical activity: What are we talking about?	1
2	Understanding the context of youth physical activity promotion	2, 3
3	Theory as a basis to understand youth physical activity: exploring motivations, attitudes and other influences	4, 7, 8
4	Me, myself and I: Understanding the role of 'self' in youth physical activity	9
5	Parental and peer influences on physical activity	11, 12
Supplementary Modules (complete 2 of the following)		
A	Physical education and physical activity during the school day	13
B	Organized sport as a means to promote physical activity among youth	14
C	The impact of the environment on youth physical activity	16

**Accommodations** - If you are a student with a documented disability who anticipates needing accommodations in this course, please inform me after you meet with Jill or Suzanne in Disability/Access Services, in the Student Resource Centre, lower floor of the old SUB. Their e-mail and phone numbers are as follows: [jill.davies@acadiau.ca](mailto:jill.davies@acadiau.ca), 585-1127 or [suzanne.robicheau@acadiau.ca](mailto:suzanne.robicheau@acadiau.ca), 585-1913.

## Instructor

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Contact Information:

School of Recreation Management & Kinesiology  
Acadia University  
Wolfville, Nova Scotia  
CANADA B4P 2R6

Instructor: Chris Shields, PhD

Office: Acadia Athletics Complex 487-5

Phone: (902) 585-1319

E-mail: [chris.shields@acadiau.ca](mailto:chris.shields@acadiau.ca)

## Course Materials

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Smith, A.L., & Biddle, S.J.H. (Ed). (2008). Youth physical activity and sedentary behaviour: Challenges and Solutions. Champaign, IL: Human Kinetics. ISBN:0736065091

Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth. Accessible online at [www.activehealthykids.ca](http://www.activehealthykids.ca)

See the [student handbook](#) for ordering information.

## Evaluation

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Online Quizzes	35%
Personal Reflection	15%
Reflection on Current Issues	10%
Term Paper	15%
Final Exam	25%

**The assignments are delivered to the instructor via assignment drop-boxes. Please remember to put your name, student number, course number, and assignment number on the assignment and keep a copy in the event the original is lost.**

The last assignment should be received at least 4 weeks prior to the date you wish to write the exam. This will allow adequate processing time for the request, and for setting the exam.

Note files must be readable by Excel 2003 or Word 2003.

**Plagiarism** - Make yourself familiar with SRMK Academic Integrity policy. **Plagiarism in any form will not be tolerated.**

### **Online Quizzes (35%)**

Students are to complete an online quiz for each of seven modules (5 foundational + 2 of your choosing = 7 x 5% each = 35%).

These quizzes are meant to provide students with a way to “keep on top of” the material as they move through the course.

They are designed to test students’ ability to recall, interpret and apply the material covered in the textbook as well as the material highlighted in the powerpoint slides. The format will include a combination of true or false, fill in the blank and multiple choice questions. While students may complete the quizzes at any time throughout the course, it is recommended that quizzes be completed immediately following each module.

### **Personal Reflection (15%)**

To fully appreciate the scope and challenges associated with promoting physical (in)activity in society, and to acknowledge our own frame of reference it is important to reflect on our own personal physical activity history. As such, in this assignment students are to reflect on (a) the physical activity they engaged in as youth, (b) how their social and physical environment may have influenced their physical activity, (c) how this may have shaped their current physical activity habits, and (d) how their experience may differ or align with what they see as the current “physical activity environment” for youth today. Reflections are to be submitted online and follow the formatting guidelines below:

- A minimum of 4 and a maximum of 10 double spaced pages
- All pages must be numbered
- Name and Student number centred at the top of the first page
- 1” margins all around
- Must be completed using a word processor using Times New Roman 11 or 12 pt font
- Assignments must be saved and uploaded using the filename template: *LastnamePersonalreflection*

Students will be graded on the depth of thought and reflection as well as their ability to communicate this effectively. Incomplete sentences, spelling mistakes, poor grammar or failure to adhere to the formatting guidelines will result in a lower grade.

**\*NOTE – This assignment must be completed and submitted before students will be allowed to write the final exam.**

### **Reflection on Current Issues (10%)**

This assignment includes two parts and is designed to increase students' awareness of the physical activity promotion landscape in which they are living. Specifically, students are to complete written reflections on two current issues or programs related to physical activity and youth that have been/are being discussed in popular media (within the past year) and are of particular interest to the student. One reflection should be centred on a "positive" or "success" story around physical activity promotion while the other can be an issue of "concern" relating to physical activity in youth and adolescents. Each of these brief reflections should be 2-3 (double-spaced) pages in length and include the following information: (a) a brief description of the issue, (b) a personal statement of reflection/opinion on the issue, (c) suggested impacts of the issue/program being discussed, and (d) a specific citation or reference to the issue/program such as a reference to a podcast, an episode of the news, website, newspaper or other popular media outlet through which the student became aware of the issue.

While *this assignment is to be done individually*, it is recognized that multiple students may provide a reflection on the same issue. Reflections are to be submitted online and follow the formatting guidelines below:

- Minimum 4, maximum 6 double-spaced pages
- All pages must be numbered
- Name and Student number centred at the top of the first page
- 1" margins all around
- Must be completed using a word processor using Times New Roman 11 or 12 pt font
- Assignments must be saved and uploaded using the filename template: *LastnameCurrentissues*

Students will be graded on the depth of thought and reflection as well as their ability to communicate this effectively. Incomplete sentences, spelling mistakes, poor grammar or failure to adhere to the formatting guidelines will result in a lower grade.

### **Term Paper (15%)**

To allow students to explore a topic of interest to them in greater depth, students will complete an executive literature review. All papers will include a review of the literature to allow students to address three general issues:

- (a) What is the consensus of research in the area?
- (b) What can you conclude about your topic based on a review of the evidence?
- (c) What are the practical implications of this conclusion (e.g., for parents, educators, health promotion professionals, youth, or society etc)?

Students are encouraged to choose a topic from the list provided below. Students wishing to pursue an alternative topic must have it approved by the instructor prior to beginning their paper.

- Topic Choices
- Exergaming and the use of technology to promote physical activity in youth
- Physical activity considerations for youth living with a specific chronic condition (e.g., obesity, Type 2 Diabetes, hypertension, arthritis, colitis, spinal cord injury)
- The use of gender segregated physical education classes as a means to promote physical activity among youth and adolescents.
- Self-objectification among youth and adolescents
- Burnout in youth sport
- Are physical activity levels of youth a function of genetics?
- Should women coach girls and men coach boys?
- Body image issues and physical activity in the youth population
- Exploring the link between sports engagement and delinquent behaviour in youth
- Sport and exercise as a way of building character in youth
- Overscheduled kids and physical activity behaviour in adolescents
- Is teaching physical education and physical literacy the teacher's job or the parents' job?
- Inclusion of children with mobility or cognitive disabilities in youth sport and/or physical education
- Physical activity promotion among underserved populations (e.g., new Canadians, youth living in poverty, aboriginal youth)
- The long term costs and benefits of sport participation for kids
- Group/peer dynamics in youth and adolescent sport and/or physical activity



General formatting of the written reports is as follows:

- A minimum of 8 and a maximum of 10 double spaced pages *for the body of the text* (i.e. cover page, references, and any appendices are *in addition* to these criteria)
- 1" margins all around
- Must be completed using a word processor using Times New Roman 11 or 12 pt font
- Assignments must be saved and uploaded using the filename template: *FirstnameLastnameYearFinalReport*

Each paper needs to include the following elements:

- *Cover page* including the topic, student's name and ID, course name centred in the middle of the page
- *Introduction* - Including a brief rationale as to why it may be important to study this topic, and a clear statement of purpose (i.e., to review the literature examining...)
- *Results*- Including a brief description of the key points of each relevant study reviewed. The results should be presented in a logical, well thought out order that effectively highlights the strengths and limitations existing in the literature on the topic. It is in this section that students are likely to include a sense of the consensus of research in the area
- *Conclusions and Practical Applications* – In this section students should provide a conclusion about their topic based on their review of the evidence as well as any potential practical implications stemming from this conclusion. In essence, this is where students will address points (b) and (c) of their paper.
- *Reference list* – Use American Psychological Association formatting. The reference list should begin on a separate page from the rest of the report and should also be double-spaced. All articles referred to in the paper must be both appropriately cited in the body of the text and included in the reference list.

**NOTE. While students can incorporate “real-world” examples and evidence from popular sources to frame the discussion of their topic and to help contextualize their interpretation of the literature, this is a review paper and therefore must include 10 primary peer reviewed sources.**

- Each written report must cite a minimum of 10 primary peer reviewed journal articles to support their arguments. Citing fewer than 10 primary peer reviewed articles will reduce the grade by 2 points per article (e.g., only citing 8 peer reviewed sources will result in a loss of 4 points – overall grade of 13/15 would become a 9/15).

Students will be marked on both their ability to synthesize and integrate their findings and their ability to communicate this effectively. The presence of incomplete sentences, spelling mistakes, poor grammar, sloppy writing and improper formatting will result in a lower grade. Clarity and depth of understanding are key markers of a well written report. While *this assignment is to be done individually*, it is recognized that multiple students may study the same topic.

### **Final Exam (25%)**

**The final exam is cumulative in nature.** This examination will assess students’ ability to recall and apply all course material presented in the course text and through the powerpoints. While the focus will be on the content associated with each of the *foundational* modules the exam will include questions requiring students to speak to the content of the supplementary modules they completed. The format will include short answer and long answer questions. **This exam needs to be completed in the presence of a proctor as approved by Open Acadia (procedures for approval below).**

## Exam

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How to apply: Complete the [Application for Examination](#)

**Proctored at Acadia**

- The final exam in a distance education course must be passed to successfully complete the course. There are no rewrites or supplemental examinations at Acadia University.
- Examination requests must be received one month prior to the date you wish to write your examination.
- Course requirements must be completed to the satisfaction of your instructor.
- **Graduating Students Note:** If you are graduating in Spring Convocation you must write by April 15th. If you are graduating in Fall Convocation you must write by September 15th.

### Proctored at Another Location

If it isn't practical to take your exam at Acadia, off-campus exams can be written at another university or college. Arrangements for an examination may be made through the Registrar's Office or the Continuing Education office of most universities and colleges. If it is not possible to write your exam at an approved institution, please contact us for assistance.

- ***All fees associated with examinations written at other locations are your responsibility.***
- Some courses may require specific software or internet accessibility at the off-campus examination location.

## Student Handbook

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You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in [the handbook](#), contact:

Open Acadia

21 University Avenue (Rhodes Hall)

Wolfville, NS B4P 2R6

Phone: 1-800-565-6568

Fax: 902-585-1068

Email: [openacadia@acadiu.ca](mailto:openacadia@acadiu.ca)

## Academic Integrity

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Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

## Course Schedule

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You have 6 months to complete this course. You may set your own schedule, but if you intend to complete the course in less than 3 months, you should let me know so that we can arrange a schedule.

Please do not leave all of your course work until a few weeks before your completion date. Although I will make every effort to accommodate your schedule within reason, I need time to grade assignments and mark exams..