

KINE 4753 CIN1: Promoting Physical Activity for Youth

[Dashboard](#) / [Courses](#) / [KINE 4753 CIN1 Home](#) / [KINE 4753](#) / [Syllabus](#)

Syllabus

Course Overview

Description

The declining levels of physical activity among youth and adolescents is a public health issue and represents a complex challenge that will require efforts at all levels of society. In this course you 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, you will explore ways to best promote physical activity for youth and adolescents. This course will introduce 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, you will pursue relevant topics of personal interest in more depth. Throughout the course you will be assessed on your ability to integrate information and to summarize the issues important for addressing the public health challenge that is youth physical inactivity.

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 video presentations. Whenever possible content will be drawn from or related to, relevant, real-world issues and framed within the larger Canadian context. You are expected to read the textbook chapters or assigned readings and study the video 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, you will engage in the material, applying it to situations that are relevant, important or of interest to you as this results in better retention and understanding.

You are **required to cover content from 7 modules**. You are required to cover the content for all *5 foundational modules* of the course. However, I recognizes that you may have differing interests that fall under the broad topic of youth physical activity. As such, you will choose your remaining *2 supplementary modules* from those listed below. So that you can pursue topics that interest you 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
D	TV, tablets, and Twitter: Exploring the impact of technology on youth physical activity and health behaviour	Assigned articles

Instructor

00:49

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

Course Materials

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

Required articles as posted on ACORN for a specific Module

Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth. Accessible online through both: <https://www.activehealthykids.org/canada/> and/or <https://www.participaction.com/en-ca/resources/report-card>

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

Evaluation

Online Quizzes	35%
Personal Reflection	15%
Reflection on Current Issues	10%
Reflection on Personal Challenge	10%
Literature Review Term Paper	10%
Final Exam	20%

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.

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

Online Quizzes (35%)

You 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 you with a way to “keep on top of” the material as you move through the course. They are designed to test your ability to recall, interpret and apply the material covered in the textbook as well as the material highlighted in the presentation videos. The format will include a combination of true or false, and multiple choice questions. While you may complete the quizzes at any time throughout the course, it is recommended that quizzes be completed immediately following each module.

Reflection Assignments (Personal Reflection, Reflection on Current Issues, Personal Challenge and Reflection)

You are asked to complete three reflection assignments, each of which require you to observe, interact with and subsequently “unpack” youth physical activity from a different perspective. In addition to requirements specific to each individual reflection assignment, all 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 as a MSWord or PDF file using the filename template: *LastnameAssignmentname*

As this is an upper-level course, detailed, specific rubrics will not be used in grading assignments. Below I provide the guidelines for each assignment and have outlined the key points I will be looking for. At this stage of your academic and professional development you should have a handle on what is good work and what is less than optimal effort. You will be expected to produce your best work for this course. You will be graded on the depth of thought and reflection as well as your 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.

Personal Reflection (15%)

To fully appreciate the scope and evolving challenges associated with promoting physical activity in society, and to acknowledge our own frame of reference it is important to reflect on our own personal physical activity history. Each reflection should include a description of:

- (a) the physical activity students engaged in as youth,
- (b) how their social and physical environment may have influenced their physical activity when they were younger,
- (c) how their early pattern of physical activity 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 patterns of youth today.

This assignment must be completed and submitted before you will be allowed to write the final exam.

Reflection on Current Issues (10%)

This assignment includes two parts and is designed to increase your awareness of the physical activity promotion landscape in which you are living. Specifically, you 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 you. One component of the reflection should be centred on a "positive" or "success" story around physical activity promotion while the other component is to be focused on 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 including how it is covered in the media,
- (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. The citation should be in APA format and appear at the end of the reflection.

NOTE – For this assignment you are NOT supposed to review peer reviewed journal articles, rather, stories or issues should be drawn from the popular/social media (i.e., what the public sees and reads on an everyday basis).

Personal Challenge and Reflection (10%)

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, there are personal challenges included within the lectures for each module. This assignment is designed to have you not just "talk the talk" but actually "walk the walk" and encourage you to reflect on your own understanding of, and engagement in healthy behaviour. Specifically, you are asked to complete and reflect on the results of *two of the personal challenges presented throughout the course*. Each reflection should include:

- (a) a description of the personal challenges chosen,
- (b) a discussion of the "results" of the personal challenge (strong assignments will also include some evidence or log documenting these results),
- (c) an examination of what was learned as a result of undertaking this personal challenge, and
- (d) possible plans for future behaviour change as a consequence.

Executive Literature Review (10%)

To allow you to explore a topic of interest in greater depth, you will complete an executive literature review. Specifically, you are to find, read and summarize at least *five peer reviewed research articles* you feel are *relevant to your chosen research topic*. In doing so, you will write a concise, executive review of the literature that includes a rationale for your work, a sense of the existing literature, and a concluding paragraph in which you attempt to integrate the information from these articles to form a conclusion based on the literature you have found.

I would encourage you to choose a topic that interests you and is not already covered, in depth, in the course. Possible topic choices are provided in the list below. If you wish to pursue an alternative topic you must have it approved by me prior to beginning your paper.

Possible Topic Choices
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 4 and a maximum of 8 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, your name and ID, course name centred in the middle of the page
- *Introduction to the topic* – 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...)
- *Review of the literature* – 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 you are likely to include a sense of the consensus of research in the area
- *Conclusions and Practical Applications* – In this section you should provide a conclusion about your topic based on your review of the evidence as well as any potential practical implications stemming from this conclusion.
- *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. Refer to the document posted on ACORN for direction on APA formatting.

NOTE. While you can incorporate “real-world” examples and evidence from popular sources to frame the discussion of your topic and to help contextualize your interpretation of the literature, this is a review paper and therefore must include 5 primary peer reviewed sources.

You will be marked on both your ability to synthesize and integrate your findings and your 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 (20%)

The final exam is cumulative in nature and needs to be completed in the presence of a proctor as approved by Open Acadia

This examination will assess your ability to recall and apply all course material presented in the course text and through the presentation videos. While the focus will be on the content associated with each of the *foundational* modules the exam will include questions requiring you to speak to the content of the supplementary modules that you completed. The exam is comprised of 10 medium to long answer questions, includes 1 or 2 questions per foundational module, a choice question for the supplementary modules completed and a final, integrative question. The exam is marked out of 50 points with questions ranging in point value from 4pts – 7pts.

In preparing for the final exam you are encouraged to review the lecture video presentations associated with each module. The required readings provide depth of understanding; however, the lectures bring forward the key points on each topic.

Important Notes

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES THAT AFFECT LEARNING:

If you are a student with a documented disability who anticipates needing supports or accommodations, please contact disability.access@acadiau.ca. Accessible Learning Services is located in Rhodes Hall

I am happy to provide recommended, documented accommodations to enhance the educational experience of those with a documented disability that affects learning. Any changes to accommodations recommended by Accessible Learning services that occur during the term must be brought forward to me ASAP so that I can promptly incorporate them into the strategy for course delivery or evaluation that fits these recommendations.

PLAGIARISM & ACADEMIC INTEGRITY: Plagiarism in any form will not be tolerated.

Make yourself familiar with SOK Academic Integrity policy and review the tutorial on plagiarism which can be found at <https://library.acadiau.ca/studentPlag>

Compromising the principle of academic integrity in any way erodes the integrity of the degree. Where evidence gathered through a comprehensive investigation in conjunction with the Dean's office indicates that the principles of academic integrity have been violated, all students (including offenders and accomplices) involved will be penalized; penalties range from receiving a failing grade on the assignment (minimum 10% of the final course grade), to receiving a failing grade for the course, to recommending expulsion from the university. The consequences for repeat offenders will be more severe.

INTERPRETING YOUR GRADE:

While final grades for courses at Acadia use a non-numerical grading scheme, the following table is provided to allow students in this course to determine where the numerical grades they receive in this course fit within an alpha-based grading system.

Alpha Grade	Numerical Grade Equivalent
A+	94-100
A	87-93
A-	80-86
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	0-49

Exam

How to apply: Complete the Application for Examination (<https://openacadiaexams.acadiau.ca>)

Proctored at Acadia

- The final exam in an online course must be passed to successfully pass the course unless otherwise stated in the assessment section of the course syllabus. 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 the Fall 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

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 (<https://courseware.acadiau.ca/openacadia/studenthandbook.html>), contact:

Open Acadia

- 21 University Avenue (Rhodes Hall)
- Wolfville, NS B4P 2R6
- Phone: 1-800-565-6568
- Fax: 1-902-585-1068
- Email: openacadia@acadiau.ca

Academic Integrity

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

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..

[Click here to return to the Module](#)

Last modified: Tuesday, 14 July 2020, 3:07 PM