



**University of Maryland College Park
School of Public Health
Department of Kinesiology**



<http://www.sph.umd.edu/KNES/>

KNES 600 – Kinesiology in Public Health

Semester: Fall 2015
Classroom and Time: KNES 2334; Tuesday 4-6:30pm
Instructor: Dr. Shannon Jette
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Office Hours: By appointment

Course Description: This course provides students with a broad introduction to the core principles and goals of public health from a kinesiological perspective. In addition to gaining a deeper understanding of both kinesiology and public health as fields of inquiry (with a particular focus on the competing ontological, epistemological, methodological, and axiological dimensions within and between each), students will explore the integrative relationships and possibilities *within* kinesiology as well as to domains of inquiry *within* public health. Central to the course will be an exploration of the challenges faced and opportunities presented as each attempts to forge an interdisciplinary approach to societal health issues. Topics to be addressed include: the history/evolution of the field of Kinesiology; the diverse range of factors that shape physical activity behaviors (from genetics to social policy); health disparities and social justice issues, especially as they relate to physical activity and the field of Kinesiology; chronic diseases as they relate to the various dimensions of physical activity. Exploration of these topics will provide students with a more nuanced understanding of the relation of physical activity to public health, health disparities, and the prevention and treatment of chronic disease.

Course Pre- and Co-requisites:

Required: N/A

Recommended: N/A

Course Learning Objectives:

Upon completing this course, the student will be able to:

1. Describe the evolution of the field of kinesiology and locate his/her own research specialization within the broader field of study;
2. Describe the interdisciplinary imperative within the field of kinesiology (and public health), with a particular focus on both the challenges and opportunities this trend presents;
3. Describe historical developments in the field of public health and relate them to developments and ideas in the area of physical activity;
4. Explain the importance of examining population health trends in relation to the wider political and social contexts in which they exist;
5. Identify and discuss the broad range of factors that shape physical activity and health (from genetic aspects to social policy);
6. Explain current trends in community level organizing and capacity building in public health, and describe the role of kinesiology in community level public health interventions;
7. Illustrate a variety of ways in which kinesiology as a whole contributes to the broad aims and objectives of public health;
8. Critically analyze the concept of 'lifestyle' as it relates to population health

Kinesiology Competencies Addressed in this Course:

The following competencies for the Kinesiology program are addressed in this course:

1. Students will be expected to demonstrate a comprehensive understanding of the interdisciplinary field of Kinesiology, and be able to analyze their own research and locate it in relation to the broader field of kinesiology, and the aims and objectives of the School of Public Health.
2. Explain how physical activity integrates within the core areas of public health. Students will be able to describe how the promotion of an active lifestyle can be accomplished within the various disciplines of public health.
3. Apply evidence-based knowledge and understanding of the relation of physical activity to health and function across the life-span. Students will be able to explain how exercise impacts physical and mental health in both healthy and diseased populations. This understanding will include the physiological, psychosomatic, and psychosocial dimensions that underlie these relationships.

Required Texts and Other Readings:

Required: All readings will be provided on Canvas (through ELMS)

Additional Materials Required: Computer access to ELMS

Course Requirements:

The course will be set up as a seminar and my expectation is that students will come to class prepared to participate. I will limit my use of Powerpoint as I find this to be a somewhat unidirectional communication technique (i.e., results in me lecturing to you) and instead I encourage the exchange of ideas through group discussion. As such, in order to excel in this course, you will need to critically engage the course readings as well as attend and participate in the group seminars. In addition to the graded assignments (see below), 20% of the grade will be based on in-class participation. Throughout the semester, I will be asking you to participate in a range of informal activities such as in-class group work or speaking for a few minutes about a reading/issue from the perspective of your discipline and these activities, in conjunction with your general level of interest/contribution to discussions (especially those led by your classmates), will be used to formulate your grade. If you are unable to attend seminar, please notify me in advance (more detailed absence policy below).

Major Graded Assignments:

1a. PhD and MA students: Individual essay – Integrative Kinesiology Essay (IKE) (addresses KNES degree competency #1). Within this essay, you are expected to: 1) Describe the derivation, structure, and focus of the integrative and interdisciplinary field of kinesiology (including challenges and opportunities); 2) Provide an overview of your chosen research program (e.g., Cognitive Motor Neuroscience, Exercise Physiology, Physical Cultural Studies or otherwise), including origins/development and relate it to the broader project of kinesiology; 3) Describe the aims and objectives of Public Health and consider how they relate to the aims/objectives of Kinesiology (in general) and your own research unit (more specifically). Include a discussion of challenges and opportunities.

OR

1b. MPH students: Individual essay – Exploring the Public Health and Kinesiology Connection (addresses degree competency #2). Within this essay, you will examine a question that has been raised by some within both the fields of Public Health and Kinesiology: Why does Kinesiology belong in a School of Public Health? To examine this question, I would like you to: 1) identify and describe the four 'traditional' public health departments in our own School of Public Health; and 2) explain how Physical Activity/Kinesiology might integrate with each of them. Your essay should conclude with a discussion of a particular area in the field of public health that you foresee yourself focusing upon once you have completed your MPH degree.

***Peer review of major graded assignment (All):** You will be expected to come to class on **November 10th with two hard copies of a draft of your paper** and we will spend this class conducting peer reviews of your drafts. Peer review is an essential part of the writing process, especially academic writing. As such, learning how to provide and respond to peer review is an excellent skill to begin to develop early in your academic career (your participation in the peer review process will count towards your final grade for the course, not to mention the improved grade you will likely receive due to the peer review). The **final paper will be due at the start of class on November 17 (Week 12); it is worth 25% of your final grade (peer review is an additional 5%)**.

2. All students: Integrative (Interdisciplinary) group presentation/seminar lead (addresses KNES 600 degree competency #3): Working in groups of 3-4, students (from different KNES disciplines) will identify an issue related to public health and kinesiology, and lead a class discussion that allows us to explore the physiological, psychosomatic, psychosocial and political dimensions that underlie the issue. For example, your group might choose to lead a session on the topic of concussions related physical activity, osteoporosis and physical activity, obesity and physical activity (there are many possibilities). Each student should present on the issue from the perspective of his/her discipline (drawing on empirical data) and translate it in a way that is accessible to the entire group (i.e., avoid jargon). Following this, the group members will be asked to facilitate a discussion that allows us, as a group, to explore the issue from an interdisciplinary nature (possibilities, potential, challenges). For instance, you might ask the group to brainstorm an interdisciplinary intervention, or to roughly sketch out a possible research project. These are only suggestions and I encourage you to be creative.

***Peer review:** You will be expected to provide a peer review of the other groups' presentations and this will go towards your final grade. More specific details will be provided before the presentations take place, but in brief, each student who is not presenting on that day will be required to send me their peer comments (as per the peer review criteria) via a word document within 3 days (Friday by 5pm). I will assess the quality of your peer review/class participation (a grade will be assigned). Based on the peer reviews, I will also compile comments for each student's presentation (to be given to the specific student) and for the group presentation (to be shared with all group members). Ultimately, I will determine the grades for the actual presentations although the peer comments will inform my assessment.

I have incorporated this peer review element because: (1) the feedback that you can provide your peers is very valuable, especially given that you all come from diverse academic backgrounds (i.e., they will receive feedback from a range of perspectives and not just mine); (2) related to this first point, it will push presenters to try to engage the entire audience (instead of focusing on me); (3) it is good practice to evaluate a presentation (might help you become a better presenter); (4) it keeps the entire class engaged (as opposed to just putting the presenters on the spot). **The actual presentation is worth 25% of your final grade (15% for individual portion and 10% for group portion) and the peer review is worth 5% of your final grade.**

Other Graded Assignments:

Two mini papers (5% each) – These papers should be approximately 2-3 pages in length, double-spaced (i.e., approximately 500-750 words). The purpose is to give you practice writing so that I can provide you with feedback early on, and to get you thinking through these topics that will help you to develop your major individual essays.

Mini-paper 1: Provide a brief overview of the history of your specialization – what are the origins and how did it develop? This short assignment will specifically inform the larger IKE (for PhD and MA students) and will be a useful, stand-alone exercise for MPH students who will focus on the history of physical activity in the field of public health. More specifically, MPH students can focus on how the behavior of physical activity has (or at times, has not) been incorporated into the field of public health. Be sure to include references as needed (APA style).

Mini-paper 2: Describe the aims and objectives of Public Health and consider how these relate to the aims/objectives of the field of Kinesiology. Include a short discussion of potential opportunities and challenges to an integration of the two fields. This short assignment will be helpful in the development of the final essay for all students. Be sure to include references as needed (APA style).

Seminar assistance (10%): For weeks that we have a guest lecturer, students will assist with the seminar (we will divide students evenly across the weeks so each of you will only need to help for one session). Students assisting for that week will be asked to provide a short introduction for the guest speaker, as well as to come to class with 2-3 discussion points/reflections that they can contribute to the seminar (these can be based on the class readings, an outside article that they found, or even past experiences). These points should be written down (prior to coming to class) and will be handed in at the conclusion of the session. They can be brought up in the Q&A period with the guest, and/or in the segment of class before/after the guest visit.

Course Policies:

Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address (or an alternate address if provided by the student).* Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages,

deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

CORRESPONDENCE with INSTRUCTOR: I limit my email checking to once per day (typically in the late afternoon), and I do not check work email on the weekends. Therefore, if you have a question, please do not wait until the last minute to ask (i.e., evening before an assignment is due) as you may not receive an answer in time. Also, if you have a question about a concept or idea from class that requires some amount of explanation from me, I will ask that you come and speak with me in person (during office hours or after class) as writing an answer via email is not the most efficient use of my time.

Absence Policy:

In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization.

A link to pull information on the new policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100g.html>

Late work and Missed Exams / Assignments:

All assignments should be submitted at the beginning of class on the day they are due. An assignment is late if you arrive more than 5 minutes after class begins. Late assignments will be accepted with a 10% per day penalty. However, I am open to giving extensions but require advance warning so please come to speak with me as soon as possible if an issue arises.

Classroom etiquette: Given the diversity of the field of Kinesiology, this course is often composed of individuals with a range of backgrounds and ideas about the body, health and physical activity. I ask that you come to class prepared to share your ideas and opinions in a respectful manner, as well as listen to the ideas of others in an open and respectful way.

Course Evaluations

The University, the School of Public Health, and the Department of XXX are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **The system (www.CourseEvalUM.umd.edu) will open approximately 10 days before the last day of class and closes before the beginning of final exams.**

Available Support Services:

ELMS : <https://elms.umd.edu/webapps/portal/frameset.jsp>

OIT Helpdesk: <http://www.helpdesk.umd.edu/>

Library - <http://www.lib.umd.edu/MCK/>

Additional links and resources will be available on the course website.

Grading Procedures:

Participation (in class) –20%

Two mini-papers - 10% (5% each)

Assisted seminar lead – 10% (w/ reflection piece - additional article or reference included)

Group presentation – 30% (25% for presentation and 5% for peer review of others)

Individual essay - 30% (25% for paper and 5% for peer reviews)

The grading scale is as follows:

A = 90.0% - 100%	B = 80.0% - 89.99%	C = 70.0% - 79.99%	D = 60 -69.99%	F = <60%
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Course Schedule Summary			
Week	Date		Assignments
Part I: Laying the Foundation			
1	9/1/15	Course Overview	
2	9/8/15	Towards an integrative kinesiology (progress, challenges and possibilities)	Map evolution Physical Education/Kinesiology *Decide upon Seminar Assist pairings
3	9/15/15	What is public health? Overview of key – and current - trends	Assess how PA integrates into core areas PH Mini paper 1 due
4	9/22/15	Eliminating health disparities: The goal of Healthy People 2020 DVD: <i>Unnatural Causes</i>	Discuss determinants of PA & health; List of questions for guest speakers (to be discussed)
Part II: Physical Activity & Public Health – Across the SEM			
5	9/29/15	Biomechanics - (Racial disparities in osteoarthritis?) Dr. Ross Miller	Seminar Assist Mini paper 2 due
6	10/6/15	Cells, genetics and PA Dr. James Hagberg	Seminar Assist
7	10/13/15	Intrapersonal, interpersonal and community factors and PA (I) – Dr. Carson Smith (Cognition, affect and PA)	Seminar Assist
8	10/20/15	Intrapersonal, interpersonal and community factors and PA (II) Behavioral models and PA Dr. Jennie Phillips	Seminar Assist
9	10/27/15	Intrapersonal, interpersonal and community factors and PA (III) Built Environment Dr. Jennifer Roberts	Seminar Assist
10	11/3/15	Politics, policy and PA Dr. Dena Deglau - Mock peer review activity	Seminar Assist
Part III: Moving Towards an Integrative Kinesiology (and Public Health)			
11	11/10/15	Peer review draft of individual paper (bring in 2 hard copies) *Also to be discussed: Physical Literacy	Peer review
12	11/17/15	Community-level PA Interventions: Top down/bottom up? The move towards community-based research & empowerment	Bring in example of physical activity intervention specific to your specialization Individual Paper DUE
13	11/24/15	Topic TBD – group presentation	TBD by seminar leaders
14	12/1/15	Topic TBD – group presentation	TBD by seminar leaders

15	12/8/15	Topic TBD – group presentation	TBD by seminar leaders

Red indicates graded assignment

Green indicates informal homework assignment that will be basis of seminar discussion

Blue indicates in-class activity

Note: Numbers in brackets after learning objectives show linkage between material covered in each session and the numbered program competencies shown at the beginning of this syllabus.

Session Outline	
Session 1	9/1/15
<p>Topic: Course overview</p> <p>Learning Objectives for Session: [1, 3]</p> <ul style="list-style-type: none"> To identify the main topics/issues to be discussed in the course as well as the assignments To identify the key determinants of physical activity (as determined through an assessment of existing literature) To discuss how the production of knowledge about the active body is an inherently political project <p>Required readings: Scheffler, R. (2011). The fate of a progressive science: The Harvard Fatigue Laboratory, athletes, the science of work and the politics of reform. <i>Endeavour</i>, 35(2-3), 48-54.</p> <p>Recommended readings: N/A</p> <p>Assignments – N/A</p>	
Session 2	9/8/15
<p>Topic: Towards an integrative kinesiology (progress, challenges and possibilities)</p> <p>Learning Objectives for Session: [1]</p> <ul style="list-style-type: none"> To discuss the evolution of kinesiology into a truly interdisciplinary field of inquiry, with a focus on progress, challenges and possibilities that this presents <p>Required readings: Rikli, R. (2006). Kinesiology – A ‘homeless’ field: Addressing organization and leadership needs. <i>Quest</i>, 2006, 58, 288-309. Gill, D. (2007). Integration: The key to sustaining kinesiology in higher education. <i>Quest</i>, 59, 270-86. Hatfield, B. D. (2008). E Pluribus Unum—From DNA to social systems: Understanding physical activity through an integrated perspective. <i>Quest</i>, 60(1), 154-177. Kolata, G. (2003). “History repeats itself” in G. Kolata (author), <i>Ultimate fitness</i> (pp. 25-49). New York: Farrar, Straus and Giroux.</p> <p>Recommended readings: Andrews, D.L. (2008). Kinesiology's Inconvenient Truth: The physical cultural studies imperative. <i>Quest</i>, 60(1), 46-63. Park, R.J. (1998). A house divided. <i>Quest</i>, 50, 213-224. Kretchmar, R. S. (2008). The utility of silos and bunkers in the evolution of kinesiology. <i>Quest</i>, 60(1), 3-12. Henry, F. M. (1978). The academic discipline of physical education. <i>Quest</i>, 29(1), 13-29. Newell, K.M. (1990). Physical education in higher education: Chaos out of order. <i>Quest</i>, 42, 227-242.</p> <p>Assignments – Group project: map history/evolution field of KNES; Decide upon Seminar Assist pairings</p>	

Session 3	9/15/15
<p>Topic: What is public health? Overview of key – and current - trends</p> <p>Learning Objectives for Session [1, 2]</p> <ul style="list-style-type: none"> • To describe historical developments in the field of public health (especially as they relate to knowledge regarding physical activity and health) • To discuss how dominant understandings of disease causation have shifted over time • To identify the core areas in public health and discuss how physical activity integrates within the various areas • To illustrate and analyze the ways in which kinesiology as a whole contributes to the broad aims and objectives of public health <p>Required readings:</p> <p>Brandt, A. & Gardner, M. (2000). Antagonism and accommodation: Interpreting the relationship between public health and medicine in the United States during the 20th century. <i>American Journal of Public Health</i>, 90, 707-715.</p> <p>Pearce, N. (1996). Traditional epidemiology, modern epidemiology and public health. <i>American Journal of Public Health</i>, 86, 678-83.</p> <p>Dishman, R. et al. (2013). Origins of physical activity epidemiology. In R. Dishman et al. (Authors), <i>Physical activity epidemiology</i> (pp. 4-9 only). Champaign, IL: Human Kinetics.</p> <p>Recommended readings:</p> <p>Kohl, H., & Murray, T. (2012). Integrating public health and kinesiology. In H. Khol & T. Murray (Authors), <i>Foundations of physical activity and public health</i> (pp. 43-54). Champaign, IL: Human Kinetics.</p> <p>Khol, H. & Murray, T. (2012). Chapter 1: Fundamentals of public health. In H. Khol & T. Murray (Authors), <i>Foundations of physical activity and public health</i> (pp. 3-15). Champaign, IL: Human Kinetics.</p> <p>Assignments: Assess how PA integrates into the core areas of public health; Mini paper 1 due</p>	
Session 4	9/22/15
<p>Topic: Eliminating health disparities: The goal of Healthy People 2020</p> <p>Learning Objectives for Session: [1,2,3]</p> <ul style="list-style-type: none"> • To define and apply the concept ‘social determinants’ of health • To explain the importance of examining population health trends in relation to the wider political and social contexts in which they exist • To discuss the limitations of utilizing a purely lifestyle approach to understanding trends in population health and especially health disparities <p>Required readings:</p> <p>Bauman, A. et al. (2012). Correlates of physical activity: Why are some people physically active and others not? <i>Lancet</i>, 380, 258-71.</p> <p>Lee, R., & Cubbin, C. (2009). Striding toward social justice: The ecologic milieu of physical activity. <i>Exercise Sport Science Reviews</i>, 37(1), 10-17.</p> <p>www.podsocs.com/podcast/health-inequalities/ (<i>Health inequalities: In conversation with Dennis Raphael</i>)</p> <p>Recommended:</p> <p>Braveman, P., Egerter, S., & Williams, D. (2011). The social determinants of health: Coming of age. <i>Annual Review of Public Health</i>, 32, 381-98.</p> <p>Navarro, V. (2009). What we mean by social determinants of health. <i>International Journal of Health Services</i>, 39(3), 423-41.</p> <p>Raphael, D. (2010). The importance of tackling health inequalities. In D. Raphael (Ed). <i>Lessons from international experiences</i> (pp. 1-33). Toronto: Canadian Scholar’s Press Inc.</p> <p>Raphael, D. (2010). American experiences. In D. Raphael (Ed). <i>Lessons from international experiences</i></p>	

<p>(pp. 33-62). Toronto: Canadian Scholar's Press Inc.</p> <p>Sallis, J., et al. (1995). An ecological approach to creating Active Living communities. <i>Annual Review of Public Health, 27</i>, 297-322.</p> <p>Blaxter, M. (1997). Whose fault is it? People's own conceptions of the reasons for health inequalities. <i>Social Science and Medicine, 44</i>(6), 747-56.</p> <p>Assignments: Discuss determinants of PA & health; Generate list of questions for guest speakers</p>	
Session 5	9/29/15
<p>Topic: Biomechanics (Racial Disparities in Osteoarthritis) – Dr. Ross Miller</p> <p>Learning Objectives for Session [1,2,3]</p> <ul style="list-style-type: none"> To discuss the field of biomechanics as it relates to physical activity promotion and general public health, with a particular focus on research issues/debates To critically analyze the concept of 'race', including how it is applied in health disparities research <p>Required readings: TBD</p> <p>Watch: California Newsreel (2003). <i>Race – The power of an illusion</i>, Episode 1: The difference between us – available through UMD library catalogue as well as Films@UM</p> <p>Recommended: Smith-Bynum, M. et al. (under review). Beyond the checked box: Measuring racial and cultural identity in health disparities research.</p>	
Session 6	10/6/15
<p>Topic: Genetics and PA – Dr. James Hagberg</p> <p>Learning Objectives for Session [1,2,3]</p> <ul style="list-style-type: none"> To discuss the biological determinants of physical activity with a particular focus on genetics and affect, and discuss how we might apply to health promotion efforts. To identify and discuss the key debates within the field of kinesiology regarding the role of genetics and affect in shaping physical activity behaviors <p>Required readings: TBD</p> <p>Watch: Nova segment on epigenetics</p> <p>Bouchard, C. (2006). Are people physically inactive because of their genes? <i>President's Council on Physical Fitness & Sports: Research Digest, 7</i>(2), 1-8. (Washington, DC).</p> <p>Recommended: McBride, C. et al., (2010). The behavioral response to personalized genetic information: Will genetic risk profiles motivate individuals and families to choose more healthful behaviors. <i>Annual Review of Public Health, 31</i>, 89-103.</p> <p>Shea, C. (2009). The nature-nurture debate, redux. <i>The Chronicle of Higher Education (The Chronicle Review), 54</i>(31), B6.</p>	
Session 7	10/13/15
<p>Topic: Intrapersonal, interpersonal and environmental factors (I) – Cognition, Affect and PA (Dr. Carson Smith)</p> <p>Learning Objectives for Session: [1,2,3]</p> <ul style="list-style-type: none"> To explore how cognitive motor neuroscience relates to physical activity and public health To differentiate between cognition and affect, including how each shapes physical activity practices 	

Required readings:	
TBD	
Ekkekakis, P. et al. (2013). Invited guest editorial: Envisioning the next fifty years of research on the exercise-affect relationship. <i>Psychology of Sport and Exercise</i> , 14, 751-758.	
Booth, D. (2009). Politics and pleasure: The philosophy of physical education revisited. <i>Quest</i> , 61(2), 133-53.	
Session 8	10/20/15
Topic: Intrapersonal, interpersonal and environmental factors (II) – Behavioral Models (Dr. Jennie Phillips)	
Learning Objectives for Session: [1,2,3]	
<ul style="list-style-type: none"> • To differentiate between intrapersonal, interpersonal and environmental determinants of health • To discuss how intrapersonal, interpersonal and environmental factors correlate with physical activity • To discuss how knowledge around intrapersonal and interpersonal determinants of PA has been applied in the realm of health promotion (success, shortcomings and challenges) • To identify the various aspects of the built environment thought to be linked to increased physical activity, and to discuss the limitations of intervening solely at the level of the built environment 	
Required readings:	
TBD	
Recommended:	
Sherwood, N., & Jeffery, R. (2000). The behavioral determinants of exercise: Implications for physical activity interventions. <i>Annual Review of Nutrition</i> , 20, 21-44.	
Session 9	10/27/15
Topic: Intrapersonal, interpersonal and environmental factors (III) – Built Environment (Dr. Jennifer Roberts)	
<ul style="list-style-type: none"> • To explore how urban planning integrates with the fields of Kinesiology and Public Health • To identify the various aspects of the built environment thought to be linked to increased physical activity, and to discuss the limitations of intervening solely at the level of the built environment 	
Required readings:	
TBD	
Additional readings:	
Giles-Corti, B. (2006). People or places: what should be the target? <i>Journal of Science and Medicine in Sport</i> , 9, 357-66.	
Lopez, R. & Hynes, P. (2006). Obesity, physical activity and the urban environment: Public health research needs. <i>Environmental Health: A Global Access Science Source</i> , 5(25).	
Ball, K. (2006). People, places ... and other people? Integrating understanding of intrapersonal, social and environmental determinants of physical activity. <i>Journal of Science and Medicine in Sport</i> , 9, 367-70.	
Session 10	11/3/15
Topic: Policies, politics and physical activity – Dr. Dena Deglau	
Learning Objectives for Session [1,2,3]	

- To discuss the importance of policies and politics in shaping physical activity opportunities and health

Required readings:

Amis, J. et al. (2012). Implementing childhood obesity policy in a new educational environment: The cases of Mississippi and Tennessee. *American Journal of Public Health*. 102, 1406-13.

Recommended:

Macdonald, D. (2011). Like a fish in water: Physical education policy and practice in the era of neoliberal globalization. *Quest*, 63, 36-45

Session 11

11/10/15

Topic: Peer review draft of individual paper

Learning Objectives for Session [1]

- To assess a peer’s paper and provide feedback in a constructive and collegial manner
- To describe the interdisciplinary field of Kinesiology, and be able to locate own specialization in relation to the broader field of kinesiology, and the aims and objectives of the School of Public Health.

Assignments – Bring 2 hard copies of IKE draft to class

Session 12

11/17/15

Topic: Community-level PA Interventions: Top down or bottom up?

Learning Objectives for Session [2]

- To discuss current trends in community level organizing and capacity building in public health, and describe the role of kinesiology in community level public health interventions
- To examine the concept of empowerment as it relates to community health interventions
- To differentiate between top down and more bottom up participatory approaches in public health interventions, discussing the strengths and weakness of both approaches

Required readings:

Laverack, G. (2004). Promoting health: It all depends what we mean by ‘health’. In G. Laverack (author), *Health promotion practice: Power and empowerment* (pp. 16-32). London: Sage Publication.

Frisby, W., et al. (1997). Reflections on participatory action research: The case of low-income women accessing local physical activity services. *Journal of Sport Management*, 11, 8-28

Haudenhuyse, R., Theeboom, M., & Nols, Z. (2012). Sports-based interventions for socially vulnerable youth: Towards well-defined interventions with easy-to-follow outcomes? *International Review for the Sociology of Sport*, 48(4), 471-84.

Recommended:

Laverack, G. (2004). Addressing the tensions in health promotion planning. In G. Laverack (author), *Health promotion practice: Power and empowerment* (pp. 58-72). London: Sage Publication.

Richard, L., Gauvin, L., & Raine, K. (2011). Ecological models revisited: Their uses and evolution in health promotion over two decades. *Annual Review of Public Health*, 32, 307-26.

Assignments: **Bring in example of physical activity intervention specific to your specialization; Final paper due**

Session 13

11/24/15

Topic: Topic TBD – group presentation

Learning Objectives for Session [1,2,3]

- To examine a public health and physical activity related issue from a range of perspectives (i.e., physiological, psychosomatic, psychosocial, and political dimensions)
- To generate possible interdisciplinary projects/interventions related to a PA and public health issue, with a discussion of the challenges and possibilities that an interdisciplinary approach offer

Required readings: TBD by presentation leaders	
Assignments – Group presentations (25%); Peer Review (5%)	
Session 14	12/1/15
Topic: Topic TBD – group presentation	
Learning Objectives for Session [1,2,3]	
<ul style="list-style-type: none"> To examine a public health and physical activity related issue from a range of perspectives (i.e., physiological, psychosomatic, psychosocial, and political dimensions) To generate possible interdisciplinary projects/interventions related to a PA and public health issue, with a discussion of the challenges and possibilities that an interdisciplinary approach offer 	
Required readings: TBD by presentation leaders	
Assignments – Group presentations (25%); Peer Review (5%)	
Session 15	12/8/15
Topic: Topic TBD – group presentation	
Learning Objectives for Session [1,2,3]	
<ul style="list-style-type: none"> To examine a public health and physical activity related issue from a range of perspectives (i.e., physiological, psychosomatic, psychosocial, and political dimensions) To generate possible interdisciplinary projects/interventions related to a PA and public health issue, with a discussion of the challenges and possibilities that an interdisciplinary approach offer 	
Required readings: TBD by presentation leaders	
Assignments – Group presentations (25%); Peer Review (5%)	

Critical university policies:

Religious Observances:

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observance.**

Special Accommodations / Disability Support Services:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.

- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.shc.umd.edu/code.html>.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Inclement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

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