COURSE INSTRUCTOR

Jessica Fraser-Thomas, PhD
Phone: (416) 736-2100 ext. 20952
Email: jft@yorku.ca
Office: Bethune College, Room 350

Office Hours: Most Mondays 1:00-2:00pm or by appointment

TEACHING ASSISTANT

Theresa Beesley
Email: tbeesley@yorku.ca
Office: Chemistry 158

Office Hours: By appointment

DETAILS

Calumet College 106  Mon, Weds  11:30 – 1:00pm  Fall 2015

Website: moodle.yorku.ca

Pre-requisite: KINE 3000 – Psychology of Physical Activity and Health

DESCRIPTION

This course explores developmental theories and psychosocial research, facilitating students’ understanding of youth development through sport and physical activity. Students are introduced to theoretical and empirical research from developmental psychology and sport psychology fields. The course involves a mix of formal lectures, guest lectures, and seminar-oriented discussions.
Required readings, attendance, and engagement are central to the course. Lectures and discussions serve to enrich, clarify, and illustrate key topics addressed within readings, with a focus on critical reflection and applications to facilitate youths’ healthy involvement in sport and physical activity.

OBJECTIVES

• To increase students’ knowledge and understanding of different sport and physical activity contexts and their importance in youths’ development.
• To facilitate students’ awareness of environmental influences in youths’ development in sport and physical activity such as coaches, parents, and peers.
• To provide opportunities to consider and explore the roles of program administrators and policy makers in the facilitation of positive youth development in sport and physical activity contexts.
• To critically reflect upon the research process, and the effective translation of theory to practice.

EVALUATION

10% Journal Article Reviews  Mon, Sept 28, 2015
20% Science in the Media Review  Mon, Oct 19, 2015
25% Field Work Assignment  Mon, Nov 23, 2015
15% Presentation - Program Highlights  Weds, Nov 11-Weds Dec 2, 2015
15% Paper - Program Design  Mon, Dec 7, 2015
15% Attendance and Engagement  Ongoing

Journal Article Review: Students are required to write a short paper (not to exceed 2 pages double spaced = approximately 500 words) based on a peer reviewed journal article published in 2014 or 2015 of their choosing. The paper should include: a) a brief summary of the study which includes the purpose, the main methods used, and the key findings (approximately 100 words), b) a practical and applied discussion on how the findings of the current study may be of interest and applicability in youth sport and physical activity contexts (approximately 200 words), and c) a critical commentary on additional questions/issues/concerns the study raises, and possible future research directions in addressing these (approximately 200 words). Students must submit a copy of the journal article abstract with the assignment. This assignment should be submitted following the guidelines of the American Psychological Association’s publication manual (6th edition). Students’ assessment is based on the review’s content, in addition to writing style, the ability to write clearly and concisely, and APA format.

Science in the Media Review (20%): Students are required to write a short review paper (not to exceed 4 pages double-spaced = approximately 1000 words) on a recent science-based media story. Specifically, students are to review a recent (i.e., 2014-2015) story from mainstream or social media that a) makes reference
to one or more scientific studies or reports, and b) covers a topic relevant to course content (e.g., youth development, physical activity, sport). After reading/viewing the media story, students will also review the study(ies) / report(s) referenced in the story. Each paper should include the following: a) a brief summary of the media story (maximum 150 words), b) a brief summary of the study(ies) - include the purpose, the main methods used, and the key findings (maximum 150 words per study, maximum 2 studies), c) a critical reflection of the media’s portrayal of the study findings (e.g., Does the story accurately reflect the study findings? Has anything been left out? Is the focus of the media story balanced to the study’s key findings? etc.) (approximately 400-500 words), d) a personal reflection including your thoughts after reading the media piece, original studies/reports, and writing reflection (maximum 100 words). Students must submit a hard copy of the media piece, or a link to the media piece, as well as a copy of the journal article abstract(s). This assignment should be submitted following the guidelines of the American Psychological Association’s publication manual (6th edition). Students’ assessment is based on the review’s content, in addition to writing style, the ability to write clearly and concisely, and APA format.

Experiential Learning Field Assignment (25%): The purpose of this assignment is for students to experience a child or youth sport or physical activity program through field work, and be guided by Kolb’s Experiential Learning Cycle, to optimize learning from this experience. Students are expected to experience a child or youth sport or physical activity program through two field sessions; these sessions can include observation of a training session, observation of a game/competition, or conversations with a parent(s), coach(es), young athlete(s), or sport programmer/administrator(s). Field sessions are used as a springboard for critical reflection, abstract conceptualization, and further suggestions for best practices within the program/culture.

Students’ final paper (not to exceed 4 pages pre-appendices; approximately 1000 words) should include a) a brief description of the program/context, b) a critical reflection of experiences within the program, c) a conceptualization of how to optimize children’s development through this particular program, and the broader culture of child/youth PA/sports, and d) appendices of pre-field session outlines (developed to help guide the students’ experiences within the program), and notes taken during or immediately after field sessions. Kolb’s Experiential Learning Cycle (concrete experience, reflective observation, abstract conceptualization, and active experimentation) is provided to guide students throughout the assignment. This assignment should be submitted following the guidelines of the American Psychological Association’s publication manual (6th edition). Students’ assessment is based on preparedness for the field work, engagement within the field assignment, and their experiential learning guided by Kolb’s Experiential Learning Cycle, in addition to writing style, the ability to write clearly and concisely, and APA format. Students are to familiarize themselves with Senate Policy on Human Ethics, and complete KHS Human Ethics Form 3.
Paper - Program Development (15%): The purpose of this assignment is to develop a youth sport or physical activity program for children or adolescents (within the age range of 3 to 18 years). The focus of this program should be on not only developing children’s motor skills, but particularly on fostering the personal and social attributes of program participants. The written assignment (double spaced) includes an introduction (1/2 page), specific guidelines (5 pages), conclusion (1/2 page), and bibliography (up to 2 pages). A detailed description of this assignment is posted on the course website.

Presentation - Program Highlights (15%): During five classes throughout the later part of the term (tentatively Wednesday November 4, and Mondays, November 9 thru 30), each student is given the opportunity to present highlights from their sport or physical activity program. Students are given 4 minutes to present, followed by 2 minutes to address questions from the class with regard to their program. Students are marked on their ability to clearly and concisely communicate chosen highlights of the program, within the given time frame, as well as proficiency in addressing questions and concerns regarding the program. Feedback from this presentation can be integrated into the paper due on the final day of class. A sample presentation is posted on the course website.

Attendance and Engagement (15%): Students are expected to attend and engage in each class given that much of the learning in this course occurs through the reviews, discussions, and exercises within classes. Attendance is recorded through the course (taken at the beginning of class); students are permitted 2 missed classes throughout the term. Engagement is assessed based on numerous criteria. Students are expected to keep up with readings and to display understanding by offering relevant examples, comments, ideas, and questions throughout the class, and reflecting comprehension and thoughtful consideration of course material. Students are also expected to listen actively and respectfully during class.

TENTATIVE COURSE SCHEDULE

* Because the course schedule is tentative, always check the final slide of each lecture for information regarding required and optional readings for the following lecture.

Week 1
Monday September 14  Introduction to KINE 4650
Wednesday September 16  Development: Bioecological Model
Required Reading  Bronfenbrenner, 1977
Optional Reading  Bronfenbrenner & Ceci, 1994; Côté et al., 2008
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<tr>
<th>Week</th>
<th>Monday Date</th>
<th>Topic</th>
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<td>2</td>
<td>September 21</td>
<td>Positive Youth Development Through Sport</td>
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<td></td>
<td>September 23</td>
<td>(5Cs, Developmental Experiences, 40 Assets, 8 Setting Features)</td>
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<td></td>
<td>Required Reading</td>
<td>Fraser-Thomas et al., 2005</td>
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<td>Optional Reading</td>
<td>Benson, 2003; Holt &amp; Neely, 2011; NRCIM, 2002; Weiss &amp; Wiese-Bjornstal, 2009</td>
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<td>3</td>
<td>September 28</td>
<td>Developmental Activities</td>
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<td>September 30</td>
<td>Transfer: Going from Sport Skills to Life Skills</td>
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<td>Required Readings</td>
<td>Eccles et al., 2003</td>
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<td>Optional Readings</td>
<td>Larson et al., 2006; Lerner et al., 2005; Jelicic et al., 2007</td>
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<td>Martinek &amp; Lee, 2012; Camiré et al., 2012</td>
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<td>4</td>
<td>October 5</td>
<td>Coaching and Youth Development</td>
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<td>October 7</td>
<td>Guest: Cassidy Preston, PhD Candidate</td>
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<td>Required Reading</td>
<td>Conroy &amp; Coatsworth, 2006</td>
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<td>Optional Readings</td>
<td>Smoll &amp; Smith, 2002; Camiré et al., 2014; Vella et al., 2011; Trottier &amp; Robitaille, 2014; Magéau &amp; Vallerand, 2003; Côté &amp; Gilbert, 2009</td>
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<td>5</td>
<td>October 12</td>
<td>Thanksgiving Holiday – No Class</td>
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<td>October 14</td>
<td>Play, Practice, and Development</td>
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<td></td>
<td>Required Reading</td>
<td>Côté &amp; Fraser-Thomas, 2008</td>
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<td>Optional Readings</td>
<td>Côté et al., 2013; Baker et al., 2009</td>
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<td>6</td>
<td>October 19</td>
<td>Family Influence and Youth Development</td>
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<td>October 21</td>
<td>Athlete and Parent in Youth Sport</td>
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<td>Required Reading</td>
<td>Fraser-Thomas et al., 2013</td>
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<td>Optional Readings</td>
<td>Fraser-Thomas et al., 2015; Fraser-Thomas et al., 2008</td>
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Week 7
Monday October 26
Competition and Development
Wednesday October 28
No Class: Release for Field Work
Assignment Preparation

Required Reading
Passer & Wilson, 2002
Optional Readings
Holt & Neely, 2014; Fraser-Thomas & Safai, in press

Week 8
Monday November 2
PYD in Underserved Communities
Guest: Corliss Bean, PhD Candidate

Wednesday November 4
Presentations

Required Reading
Flett et al., 2013;
Optional Readings
Bean et al., 2015; Blodgett et al., 2010; Holt et al., 2011, 2012; Ullrich-French et al., 2012; McDonough et al., 2013; Ritchie et al., 2014; Ullrich-French & McDonough, 2013

Week 9
Monday November 9
Presentations

Wednesday November 11
PYD in Camp Settings (Diabetes, Overnight)
Guest: Theresa Beesley, PhD Candidate

Required Readings
Bialeschki et al., 2007; Henderson et al., 2007; Thurber et al., 2007; Turnnidge et al., 2012

Week 10
Monday November 16
Presentations

Wednesday November 18
PYD: Making it Happen

Required Reading
Weiss et al., 2013
Optional Readings
Armour et al., 2013; Forneris et al., 2013

Week 10
Monday November 23
Presentations

Wednesday November 25
Relative Age and Birthplace Effects
Guest: Dr. Nicholas Wattie

Required Reading
TBD
Optional Readings
Lemez et al., 2013
Week 12
Monday November 30  Presentations
Wednesday December 2  Open: To be selected by students/class

*Potential Topics:* disability, aggression and morality, issues in Canadian youth hockey, peers, transitioning out of sport, negative experiences, elite youth sport, local initiatives (Start2Finish; Hockey Heros; Right to Play; YMCA), other

**Required Reading**

**Optional Reading**

Week 13
Monday December 7  Wrap Up

**Reading**

Côté et al., in press

**UNIVERSITY UNDERGRADUATE DEGREE LEVEL EXPECTATIONS**

Depth and Breadth of Knowledge
- Demonstrate knowledge of the terminology and nomenclature in Kinesiology and Health Science.
- Generalize practical physical activity experiences to enhance further opportunities.
- Critically reflect on physical activity and health from individual to societal and local to global contexts.
- Integrate and critically analyze the bio-scientific, behavioural, and socio-cultural aspects of physical activity and health.
- Critically evaluate and discuss current issues relating to Kinesiology and Health Science.
- Demonstrate a breadth and depth of knowledge in Kinesiology and Health Science in one or more specialized areas.

Knowledge of Methodologies for Inquiry
- Describe the process of research that is used to develop knowledge in the field of Kinesiology and Health Science.
- Evaluate information about physical activity and human health that is disseminated via popular media and discipline related research journals.

Application of Knowledge
- Apply multi-disciplinary knowledge of physical activity and health to life situations.
- Use knowledge and skills to advocate for the fundamentals of physical activity and health from general to specific situations.
- Apply subject-based theories, concepts or principles to solve problems.

Communication Skills
- Access Kinesiology and Health Science information from a variety of sources.
• Use appropriate academic terminology and notation when preparing and presenting information.
• Present ideas and arguments in a well-structured and coherent manner using appropriate communications formats.

Awareness of Limits of Knowledge
• Understand and appreciate the dynamic nature of information in Kinesiology and Health Science.
• Be aware of the limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating information.

Autonomy and Professional Capacity
• Be able to evaluate new information in Kinesiology and Health Science.
• Have developed strategies to maintain or enhance knowledge in the Kinesiology and Health Science field.
• Be able to identify areas for personal and professional development.
• Be able to think independently, problem solve and set tasks.
• Have developed mutually beneficial peer relationships for the purposes of mentoring and networking.

COURSE POLICIES

Communication with Classmates: The discussion board is available on the course website for students to engage in course-related communications. Students are encouraged to post relevant media links, or ask insightful questions for class discussion. Students are required to show respect in accordance with University policies when posting on the discussion board.

Communication with Course Instructor and Teaching Assistant: Email can be directed to the course director or teaching assistant. Email will be answered on weekdays only, and will generally be responded to within 3 business days. Please keep in mind that SPAM filters may block non-York University email addresses.

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments will bear a numerical grade designation; cumulative a numerical grades will result in a corresponding letter grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca. Unofficial grades will be posted on the course website as soon as they are available.

Curriculum and Academic Standards: All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum, & Pedagogy webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/files/CourseInformationForStudentsAugust2012.pdf

• Senate Policy on Academic Honesty and the Academic Integrity Website
• Ethics Review Process for research involving human participants
• Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
• Student Conduct Standards
• Religious Observance Accommodation

**Assignment Submission**: Proper academic performance depends on students completing their work not only well, but on time. Accordingly, assignments must be received on the due dates specified and are to be handed in as hard-copies at during class; alternatively, assignments must be handed in to the undergraduate office before class time (assure time-stamped). Assignments will not be accepted via email. Assignments received later than the due date will be penalized 10% per day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Director but will require supporting documentation (Deferred Staying Agreement Form; Doctor’s Letter).