

Physical Activity and Health Promotion

Fall 2018
KINE 3645 3.0

Course Director: Dr. Rebecca Bassett-Gunter
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Class Time & Location: Tuesday and Thursday 10:00 – 11:30am
September 5th 2018 – December 4th 2018
Location: VH1152 A

Instructor Office Hours: I will hold office hours on Thursday from 11:30-12:30. If it is not possible for you to meet during my office hours, please contact me via email to arrange an alternate meeting time. Please note that there may be a waiting period for an alternate meeting time.

Prerequisite: AS/HH/SC/KINE 1020 6.0

Email Policies:

1. Please use Moodle discussion boards to seek information from other students.
2. I will try to respond to emails within two business days; no email response on weekends.
3. Please, please, please keep your e-mails brief and to the point (i.e. one or two questions that can be answered in 1 or 2 sentences each). More complex discussion must take place in-person. Unfortunately, I cannot accommodate complex emails from 100 students nor can I provide thorough and detailed responses via email.

Course Materials/Readings:

1. Weekly PowerPoint slides used in the lecture will be posted to Moodle.
2. Weekly readings will be posted on Moodle under the corresponding section heading. You may find it advantageous to read the articles in advance of the corresponding lectures where possible.

Moodle and Camtasia:

Throughout the semester, I will be using Moodle to provide you with course/assignment/test information, messages, discussion, etc. It is ***your responsibility to consult Moodle*** on a regular basis to ensure that you receive all relevant course documentation and information. I will not be using Camtasia lecture recording for this course. This course relies on student participation and engagement, which does not align well with a course reliant on Camtasia. You are welcome to record lectures on your own personal devices to enhance your studying/reviewing the material.

Course Description:

What is health and health promotion? How can we promote physical activity and health behaviour change? How can we promote health and physical activity for those who need it the most? For real health behaviour change to happen, we must intervene at multiple levels. For example, we need to change the peoples' attitudes towards health behaviours, we need to create a social and physical environment that supports physical activity and healthy lifestyle choices, and we need to implement policies that make physical activity and healthy lifestyle choices EASY! This course focuses on understanding both *individual* AND *population* approaches to promoting health, while also considering physical activity promotion for special or at-risk populations. You will learn about theories that have been developed to help change people's unhealthy behaviours, encourage healthy choices and develop healthy environments. You will have the chance to read about and discuss research in this area. You will also be encouraged to think about how you might apply the information you learn in this course to real-life situations.

Classes will consist of lectures, discussions, activities, and films/videos. I will share many of my own life experiences. You will know me (and my friends and family – to their dismay) pretty well by the end of the semester. Your personal experiences are also highly valued and will often make lectures lively and interesting. Your opinions and/or disagreements are also encouraged as they can lead to great conversations and increased understanding of the course materials. I hope that this course will be a valuable, enjoyable and memorable learning experience!

Specific Course Outcomes:

At the end of this course, students should be able to:

- understand and apply the theories of health promotion
- understand health promotion and physical activity promotion in relation to health inequities
- understand various *individual* and *population* approaches to health promotion
- understand how to develop and evaluate health promotion interventions, particularly for vulnerable individuals
- understand how to critically evaluate and integrate evidence into health promotion practice

General Expectations:

I am passionate about health promotion! I want to learn more about how to implement and improve existing health promotion approaches (and I want you to learn too)! I will come to class prepared and eager to share what I know about health promotion. I want to have a great time in this class, but that cannot happen if I am the only one who is prepared. I expect that you will come to class on time, participate in class activities, and hand in all assignments on time. I am sure you understand that receiving phone calls (or making them), and reading the newspaper, etc. will not be tolerated. **To avoid temptation, leave your cell phones in your bags.**

Participation:

This course is optimized by student participation. We are exposed to issues related to health and physical activity promotion every day. Some of the best learning in the course can come from discussing current health issues. In addition to regular participation in class, we will engage in specific activities to maximize our learning through student engagement. You should plan to attend class to fully participate in these activities. I will share information about upcoming participation experiences in class so that you can be especially sure to attend class on those days. We will also take a class trip to the MLSE LaunchPad in Toronto (date to be announced). This is an exceptional opportunity that you will not want to miss so be sure to plan accordingly!

Course Evaluation:

1. MID-TERM	25%	DATE: October 30, 2018
2. MLSE LaunchPad Activities	10%	DATE: TBD
3. *ASSIGNMENT	25%	DATE: November 29th, 2018±
4. * BRIEF REPORT FOR MLSE LaunchPad	5%	DATE: November 29 th , 2018
5. FINAL EXAM	35%	TBD: EXAM PERIOD (December)

*Evaluation components are completed with a partner

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 and tests will bear either a letter grade designation or a corresponding number 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/2010-2011/academic/index.htm>

Tests/Missed Tests:

Test format will include close-ended (T/F, MC, fill-in-the-blank etc.) and open-ended (short answer) questions. The tests will largely assess your knowledge and understanding of the information shared during class and through readings. Students who miss the midterm test will apply the weight of the midterm test to their final exam. There is no make-up exam for the midterm. No documentation is required for a missed midterm. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Assignment Submission:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified. Please submit your assignments in hard copy format directly to Dr. Bassett-Gunter in class.

Late Assignment Submission:

Assignments received later than the due date will be penalized one (1) letter grade per each day that the assignment is late. Computer problems will not be accepted as an excuse for late assignments.

Challenging Grades/Marking:

Challenges to a mark on any element of the course must be received ***within eight days*** of the time the component grade is posted. The challenge must be submitted as a one-page written request, to the Course Director, detailing specifically what (which question/component) should be changed and why. The request needs to be accompanied by the appropriate petition form available from the Registrar's Office. **Note that re-marking may result in the mark going up, down or staying the same.**

Challenges to a re-marked assignment or test, or to the final grade must be submitted in writing **AT THE END OF THE COURSE** (once final grades have been posted) using a formal request for a grade reappraisal from the KINE Undergraduate Office. This request must be submitted to the KINE Undergraduate office within three weeks of the release of the final grades.

Important Course Information for Students

The final date to withdraw from the course without receiving a grade is November 9th, 2018.

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/secretariat/senate/committees/ascp/index-ascp.html>

- 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

Academic Honesty and Integrity

You are expected to meet York University standards related to academic honesty, including cheating, impersonation, plagiarism, improper research practices, abuse of confidentiality, falsification, or unauthorized modification of an academic record. Accurate referencing is critical. Please be advised that cutting and pasting from a website with no appropriate referencing is considered plagiarism.

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (<http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>).

There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website (<http://www.yorku.ca/academicintegrity>).

Access/Disability

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations. Additional information is available at www.yorku.ca/disabilityservices or from disability service providers:

- **Office for Persons with Disabilities:**
 - N108 Ross, 416-736-5140, www.yorku.ca/opd
- **Learning and Psychiatric Disabilities Programs - Counselling & Development Centre:**
 - 130 BSB, 416-736-5297, www.yorku.ca/cdc
- **Atkinson students - Atkinson Counselling & Supervision Centre:**
 - 114 Atkinson, 416 - 736 - 5225, www.yorku.ca/atkcsc
- **Glendon students - Glendon Counselling & Career Centre:**
 - Glendon Hall 111, 416 - 487 - 6709, www.glendon.yorku.ca/counselling

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client

Services, Student Services Centre or online at
http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf (PDF)

Student/Direction Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavor. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website <http://www.yorku.ca/secretariat/legislation/senate/harass.htm>

Please note that this information is subject to periodic update. For the most current information, please go to the CCAS webpage (see Reports, Initiatives, Documents):
http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm.

Tentative Timeline, Content, and Reading Materials:

WHAT THE HEALTH AM I GETTING MYSELF INTO?

Lecture Topics	Readings
<ul style="list-style-type: none"> • Introduction • What is health? • What is health promotion? • Determinants of Health 	<ol style="list-style-type: none"> 1) Bounajm et al., 2015 2) World Health Organization, 1986 3) Potvin et al., 2011

HEALTH EQUITY

Lecture Topics	Readings
<ul style="list-style-type: none"> • Health Equity 	<ol style="list-style-type: none"> 4) Right to Play, 2011

YOU'RE UNHEALTHY? IT'S NOT ENTIRELY YOUR FAULT

Lecture Topics	Readings
<ul style="list-style-type: none"> • Fed Up Documentary 	<ol style="list-style-type: none"> 5) Hall, 2014

IN THEORY, WHY CAN'T EVERYONE BE HEALTHY AND PHYSICALLY ACTIVE?

<ul style="list-style-type: none"> • Health Promotion Theories 	<ol style="list-style-type: none"> 6) Raingruber 2014* note sections 7) Cohen, 2000
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HEALTH MESSAGING; THE GOOD. THE BAD. THE UGLY.

Lecture Topics	Readings
<ul style="list-style-type: none"> • Introduction to health messaging • Message Framing • Tailoring/Targeting Health Information 	<ol style="list-style-type: none"> 8) Gallagher & Updegraff, 2012 9) Schmid, Rivers, Latimer & Salovey, 2008

THE MESSAGE IS CLEAR: WE'RE DEALING WITH SOME RISKY BUSINESS

Lecture Topics	Readings
<ul style="list-style-type: none"> • Health Risk Information & Health Literacy 	<ol style="list-style-type: none"> 10) Bassett & Martin Ginis, 2011 11) Cadilhac et al., 2013

THE FUTURE IS BRIGHT???

Lecture Topics	Readings
<ul style="list-style-type: none"> • Health Promotion for Children & Youth 	<ol style="list-style-type: none"> 12) Veugelers & Schwartz, 2010 13) Fung et al., 2012 14) Bassett-Gunter et al., 2017

WHAT'S WORKING? WHAT'S NOT?

Lecture Topics	Readings
<ul style="list-style-type: none"> • Evaluation Models 	<ol style="list-style-type: none"> 15) McGoey et al., 2015

Recommended Readings

WHAT THE HEALTH AM I GETTING MYSELF INTO?

- 1) Bounajm, F., Dihn, T. & Theriault, L. (2015). Moving Ahead: The Economic Impact of Reducing Physical Inactivity and Sedentary Behaviour
- 2) World Health Organization. (1986). Ottawa charter for health promotion. Copenhagen: WHO Regional Office for Europe.
- 3) Potvin, L. & Jones, C. M. (2011). Twenty-five Years After the Ottawa Charter: The Critical Role of Health Promotion for Public Health. *Canadian Journal of Public Health*, 102(4); 244-248.

HEALTH EQUITY

- 4) Right to Play. (2011). What is Sport for Development? Available at: <http://www.righttoplay.ca/Act/join/Documents/Schools/5Ethiopia%20What%20Is%20Sport%20For%20Development.pdf>

IN THEORY, WHY CAN'T EVERYONE BE HEALTHY AND PHYSICALLY ACTIVE?

- 5) Raingruber, B. (2014). Health Promotion Theories. In B. Raingruber (Ed), *Contemporary Health Promotion in Nursing Practice* (pp 53-57, 62-66, 70-72). Burlington, MA: Jones and Bartlett Learning.
- ONLY REQUIRED TO READ THE FOLLOWING SECTIONS:
- a. Why Should Health Promotion be Theory Based? 53-56
 - b. Behavioral Change theories/Health Belief Model: 56-57
 - c. An Intervention-Based Model: The Tannahill Model (1980): 62-64
 - d. Ecological Theories and Models: 64-66
 - e. Communication Theories/Diffusion of Innovation Theory (1962): 70-72
- 6) Cohen et al. (2000). A structural model of health behavior: A pragmatic approach to explain and influence health behaviors at the population level. *Preventive Medicine*, 30, 146-154.

YOU'RE UNHEALTHY? IT'S NOT ENTIRELY YOUR FAULT

- 7) Hall, H. (2014). Does the movie Fed-Up make sense? *Science Based Medicine*. Posted: October 14, 2014. Available at: <https://www.sciencebasedmedicine.org/does-the-movie-fed-up-make-sense/>

HEALTH MESSAGING; THE GOOD. THE BAD. THE UGLY.

- 8) Gallagher, K. M., & Updegraff, J. A. (2012). Health message framing effects on attitudes, intentions, and behaviour: A meta-analytic review. *Annals of Behavioural Medicine*, 43, 101-116.
- 9) Schmid, Rivers, Latimer & Salovey. (2008). Targeting or Tailoring? Maximizing resources to create effective health communications. *Mark Health Serv*, 28, 32-37.

THE MESSAGE IS CLEAR: WE'RE DEALING WITH SOME RISKY BUSINESS

- 10) Bassett, R. L., and Martin Ginis, K. A. (2011). Risky business: The effects of an individualized health-information intervention on health risk perceptions and leisure time physical activity among people with spinal cord injury. *Disability and Health*, 4(3), 165-176. DOI: 10.1016/j.dhjo.2010.12.001.

- 11) Cadilhac, Kilkenny, Johnson, Wilkinson, Amatya, Lalor. (2013). The know your numbers program 2008-2010: impact on knowledge and health promotion behavior among participants. *The international journal of Stroke*, online: 10.1111/ij.s.12018

THE FUTURE IS BRIGHT?

- 12) Veugelers & Schwartz. (2010). Comprehensive School Health In Canada. *Canadian Journal of Public Health*, 101, s5-s8.
- 13) Fung et al. (2012). From best practice to next practice: the effectiveness of school-based health promotion in improving healthy eating and physical activity and preventing obesity. *International Journal of Behavioral Nutrition and Physical Activity*, 9.
- 14) Bassett-Gunter, R. L., Ruscitti, R.J., Latimer-Cheung, A. E., Fraser-Thomas, J.L. (2017). Targeted physical activity messages for parents of children with disabilities: A qualitative investigation of parents' informational needs and preferences. *Research in Developmental Disabilities*, 64, 37-46.

WHAT'S WORKING? WHAT'S NOT?

- 15) McGoey, Root, Bruner & Law (2015). Evaluation of physical activity interventions in youth via the Reach, Efficacy/Effectiveness, Adoption, Implementation, and Maintenance (RE-AIM) framework: A systematic review of randomised and non-randomised trials. *Preventative Medicine*, 76, 58-67.

UNIVERSITY UNDERGRADUATE DEGREE LEVEL EXPECTATIONS

Depth and Breadth of Knowledge

- Demonstrate knowledge of the terminology and nomenclature in Kinesiology and Health Science.
- Critically reflect on physical activity and health from individual to societal and local to global contexts.
- Integrate and critically analyze the bio-science, 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.
- Apply research methods to kinesiology and human health topics and solve problems using their knowledge of research methods in the discipline.
- 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 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.