



**YORK UNIVERSITY
Faculty of Health
School of Kinesiology and Health Science**

**KINE 4650 3.0
Sport, Physical Activity and Youth Development**

Winter 2019

COURSE INSTRUCTOR

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TEACHING ASSISTANT

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DETAILS

Stong College Room 216 Tues, Thurs 11:30 – 1:00pm
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

12.5%	Journal Article Review #1	Tues, Jan 15 / Tues Jan 22
2.5%	Peer Review for Assignment #1	Thurs, Jan 17
12.5%	Journal Article Review #2	Thurs, Feb 7 / Thurs Feb 14
2.5%	Peer Review for Assignment #2	Tues, Feb 12
20%	Field Work Assignment	Thurs, Mar 7
15%	Final Presentation	Thurs Mar 21, Tues Mar 26, Thurs 28
20%	Final Project	Tues, April 2
15%	Attendance and Engagement	Ongoing

Journal Article Review #1 and #2 (12.5% x 2): Students are required to write a short review paper (not to exceed 2 pages double spaced = approximately 500 words) based on a peer reviewed journal article published in 2018 of their choosing, related to the course topic (sport, physical activity, and youth development). 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.

Peer Review for Assignments #1 and #2 (2.5% x 2): This assignment allows students to provide and receive feedback on the first assignment prior to submission for grading. This process is intended to enhance students' reflections regarding the content and style of a peer's work, and in so doing, also help students reflect on the content/style of their own work. Students will be paired

with another student in the class as discussed in class. This process will occur in three steps:

1. Tues Jan 15 and Thurs Feb 7: Students exchange their paper with a peer.
2. Thurs, Jan 17 and Tues Feb 12: Students return the paper that they have provided feedback on, to their peer. Students must provide a completed assessment form. On this form, students should provide meaningful constructive feedback (typed or clearly handwritten) on how to improve the paper based on the guidelines. Students should also 'mark up' the paper for spelling, grammar, etc. Students should not provide a grade. Students must sign their completed assessment form.
3. Tues Jan 22 and Thurs Feb 14: Students submit final draft of Journal Review Article #1 and #2 for grading. The expectation is that students will use their peer's feedback (as they see fit) to improve their paper.

Experiential Learning Field Assignment (20%): 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". "Field 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 (consent forms may be required), and complete KHS Human Ethics Form 3.

Program Presentation (15%): During three classes at the end of the term (tentatively March 21, 26, 28), students are given the opportunity to develop and showcase an organized/structured sport or physical activity program for children, adolescents, or

emerging adults (within the age range of 3 to 25 years). The program should develop more than young people's physical fitness and motor skills; it should focus on fostering the personal and social attributes of program participants. It is impossible to present all the details of the program in the time provided for the presentation; the presentation should focus on unique and creative programming ideas that are of interest to other future sport / physical activity leaders. Students may present individually, or in groups of 2-5. Length of presentations is dependent upon the number of students in the group (i.e., 4 minutes for individuals, with 2 additional minutes for each additional student in the group up to 12 minutes). A question period will follow each presentation. 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. All students participating in a group presentation will receive the same grade; all students in groups must deliver some of the presentation content. (If students select to develop an organized sport/physical activity program as the final project (see below), feedback from the presentation can be integrated into the program paper).

Final Project (20%): Final projects are to be done individually. There are two options for the final project. The first option is to develop an organized/structured sport or physical activity program for children, adolescents, or emerging adults (within the age range of 3 to 25 years), in line with, but expanding upon, the program developed for the presentation. 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). The second option is to complete an evidenced-based review for three of the seven pillars of life skill development, as outlined on the MSLE Launchpad website (6 pages + references). A detailed description of these two project options is posted on the course website.

Attendance, Engagement, and Participation (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 without penalty throughout the term. Missed classes (beyond the permitted 2) cannot be "made up" through additional assignments. 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, reflecting comprehension and thoughtful consideration of course material. Students are also expected to listen actively and respectfully during class. Some specific participation tasks may also be assigned (e.g., reading reflections).

TENTATIVE COURSE TOPICS AND READINGS

Topic	Required Readings	Optional Readings
Introduction		
Human Development: Bioecological Model	Bronfenbrenner, 1994	Bronfenbrenner, 1977; Bronfenbrenner & Ceci, 1994; Cote et al., 2008; Strachan et al., 2016
Developmental Activities	Larson, 2000	Barnett, 2008; Eccles et al., 2003; Hansen et al., 2003; Hansen & Larson, 2007; Jago et al., 2017; Lerner et al., 2000; Roth & Brooks-Gunn, 2003
Frameworks of PYD	Fraser-Thomas et al., 2005	Benson, 2003; Eccles & Gootman, 2002; Lerner, Lerner et al., 2005; USAID, 2016
PYD Through Sport	Holt et al., 2017; Martinek & Lee, 2012	Camiré et al., 2009; Coakley, 2011; Côté et al., 2014; Evans et al., 2016; Fraser-Thomas & Côté, 2009; Holt et al., 2008; Gould & Carson, 2008; Holt & Neely, 2011; Turnnidge et al., 2014; Weiss et al., 2013; Weiss & Weiss-Bjornstal, 2009; White & Bennie
Coaching for PYD	TBD	Camiré et al., 2012; Camiré et al., 2014; Conroy & Coatsworth, 2006; Cook & Dorsch, 2014; Côté & Gilbert, 2009; Curran et al., 2015; Donnelly et al., 2016; Erickson & Côté, 2016; Gallimore & Tharp, 2004; Hattie & Timperley, 2007; Kendellen & Camiré, 2017; Mageau & Vallerand, 2003; Smith & Smoll, 2002; Trottier & Robitaille, 2014; Vella et al., 2011
Developmental Pathways and Sport	Côté & Fraser-Thomas, 2008 Passer & Wilson, 2002	Baker et al., 2009; Barker et al., 2014; Côté et al., 2013; DiFiori et al., 2014; Evans et al., 2016; Fraser-Thomas & Safai, 2018; Holt & Neely, 2014; Jayanti et al., 2012; Larson et al., 2005; Merglen et al., 2013
Families and PYD	Fraser-Thomas et al., 2013	Barnett, 2008; Bean et al., 2014; Dorsch et al., 2015; Fraser-Thomas et al., 2015; Fraser-Thomas et al., 2008; Hopwood et al., 2015; Neely & Holt, 2014; Schwab et al., 2010
PYD: Making it Happen • Special Topics	3 Additional Required Readings TBD	

<ul style="list-style-type: none"> • Guest Lecturers • Presentations 		
Wrap Up		

Tentative course topics and accompanying readings are provided in order below. Specific dates are not set, as some topics may trigger more interest and discussion among students than others.

Typically there is one required reading per week; however, there may occasionally be more. Final required readings for upcoming classes are posted on Moodle and on the final slide of each lecture. If a class is missed, it is the student's responsibility to verify Moodle or the slides for required readings for an upcoming class. Optional readings are also provided for each topic. Students will find some of these readings of interest when completing the field work assignment, presentation, and final project.

No Classes:

January 24 (Participation Assignment)

February 18-22 (Reading Week)

March 14 (Presentation Preparation)

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-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.
- 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 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 numerical grades will result in a corresponding letter grade (e.g. A+ = 90 to 100, A = 80 to 89, 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.

Academic Standards, Curriculum, and Pedagogy: All students are expected to familiarize themselves with the following information:

- Senate Policy on Academic Honesty and the Academic Integrity
<https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

- Senate Policy on Research Involving Humans <https://secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/>
- Academic Accommodation for Students with Disabilities <https://secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/>
- Student Conduct and Responsibilities <https://calendars.students.yorku.ca/2017-2018/policies-and-regulations/student-conduct/student-conduct-and-responsibilities>
- Religious Accommodation Guidelines <https://registrar.yorku.ca/enrol/dates/religious-accommodation-guidelines-2018-2019>

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 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 Standing Agreement Form; Doctor's Letter).