KINE 4450 SYLLABUS

# Physical Activity and Public Health AUBURN UNIVERSITY

**Spring 2021**

**Dr. Rodriguez-Hernandez**

**Office Hours:** By appointment, zoom or e-mail

**Office Room:** Online

# Preferred Contact of e-mail: mgr0018@auburn.edu

1. **Course Number:** KINE 4450

**Course Title:** Physical Activity and Public Health

**Credit Hours:** 3 Lecture Hours **Prerequisites:** HLHP 3020 **Corequisites**: None

**Location:** Online

## Text (Contained under files in Canvas)

* + SR = 2018 Physical Activity Guidelines Advisory Committee Scientific Report
  + PAG = Physical Activity Guidelines for Americans 2nd Edition

## Course Description:

* + Basic principles of epidemiology; health benefits of physical activity; strategies to promote physical activity at the individual and community level.

## Course Objectives:

* + Develop an understanding of physical activity as it applies to public health
  + Identify public health benefits of engaging in regular physical activity
  + Identify and evaluate existing programming for individuals of all ages
  + Knowledge of behavioral counseling and strategies to assist in behavior change
  + Understand and implement individual behavior change strategies
  + Knowledge of behavioral strategies to enhance exercise and public health
  + Knowledge of techniques to enhance motivation
  + Understand theories of behavior change
  + Design a basic physical activity intervention using behavior change strategies

1. **Course Content and Schedule** (PP = PowerPoint; TX = Text)

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| --- | --- | --- | --- |
| Due Date | Topic | Readings | Assignments |
| 08/22 | Introduction to the course |  | Quiz 1 |
| 09/05 | Basics of Exercise Psychology |  | Quiz 2 Discussion |

|  |  |  |  |
| --- | --- | --- | --- |
| 09/12 | Physical Activity and Disease Prevention |  | Quiz 3  Discussion |
| 09/23 | Stress & Anxiety; Depression |  | Quiz 4 Discussion |
| 09/26 | Emotional Well-Being; Health- Related Quality of Life |  | Quiz 5 Discussion |
| 10/03 | Cognitive Function & Exercise |  | Quiz 6  Discussion |
| 10/10 | Approaches to Change PA  Self-regulation/ Social Cognitive Approaches |  | Quiz 7  Discussion |
| 10/17 | Habit Formation |  | Quiz 8  Discussion |
| 10/31 | Environmental Approaches to Physical Activity |  | Quiz 9 Discussion |
| 11/07 | Social Influence on Exercise |  | Quiz 10 (Ch.  10,11,12)  Discussion |
| 11/14 | Physical Activity Interventions |  | Quiz 11 (CH 13 &  15)  Discussion |
| 11/21 | Future Considerations |  | Quiz 12 (CH 14)  Discussion |
| 11/28 | Final Project A |  | Submit to Canvas |
| 12/02 | Final Project B |  | Submit on Canvas |

## Course Requirements/Evaluations

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| --- | --- | --- |
| Grading System | Point Value | Description |
| 1) Quizzes | 150 points | Quizzes will be conducted online via Canvas. Once the quiz is open you will have 10-30 minutes to take the quiz, depending on the number of questions. You can only take the quiz once. You may use your notes and books to answer the quiz questions. You may NOT work together to complete the quizzes. There are no makeup quizzes. I will make quiz answers available two  days after the quiz for your review. |
| 2) Projects | 150 points | There are two parts to your final project. These will be  submitted on Canvas. Instructions are available on |

|  |  |  |
| --- | --- | --- |
|  |  | Canvas under course content and in a power point that  is narrated to describe the project. |
| 3) Online Discussions | 100 points | You will need to complete 10 discussions questions over the course of the semester. Each lecture has a Panopto narration. The **NARRATION** asks you to discuss certain questions on the discussion boards in Canvas. The **NARRATION** says “For your discussion you need to…” You must **LISTEN** to the narration to identify the discussion question.  There are 11 opportunities to participate in the discussion, meaning you will not participate in 1 discussion. **Only the first 10 you participate in will be**  **graded**. Grading rubric for discussion boards is below. |

|  |  |
| --- | --- |
| Grade | Scale |
| **A** | 100 – 90 |
| **B** | 89.9 – 80 |
| **C** | 79.9 – 70 |
| **D** | 69.9 – 60 |
| **F** | Below 60 |

Grading Rubric for Online Discussions

|  |  |
| --- | --- |
| **Heading** | **Point**  **Value** |
| 1. Completed all parts of the discussion or activity | 2.5 |
| 2. Quality of response | 2.5 |
| 3. Ability to incorporate material from text and notes | 2.5 |
| 4. Ability to apply information to real world settings | 2.5 |
|  | **10** |

The project for this class highlights interventions strategies that we have discussed in class. There are two parts to the project, due dates can be found on your syllabus. Below you will find a grading rubric for the project and specific instructions for each part.

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| --- | --- | --- |
| **Project Grading Form** |  |  |
| **Heading** | **Actual**  **Point Value** | **Possible**  **Point Value** |
| Project Components |  |  |
| 1. Completed all components |  | 30 |
| 2. Information is easy to understand |  | 30 |
| 3. Guidelines have been followed |  | 30 |
| 1. Information is accurate 2. Rate TWO of your classmates review |  | 30  30 |
|  |  | 150 |

We have learned in this class that behavioral skills, the environment and social aspects can help individuals maintain adequate exercise participation. For this project you will identify an app and review this app thoroughly.

Apps or Applications are often used to facilitate exercise participation. For this project

1. Identify an app that targets exercise behavior. This app must aim to help individuals exercise more or decrease sedentary behavior. This app may be a device such as a fitbit or an apple watch BUT this needs to be something “new” to you, meaning it must be a new use within the last month.
2. Download or purchase the app (If you do not want to purchase the app, you may interview an individual who uses the app).
3. Use the app for a month.
4. Provide a review of the app that answers the follow:
   1. Describe the app
   2. What is the goal of the app
   3. Who is the app designed for
   4. What are the features of the app
   5. Your experiences using the app
   6. Your review in terms of how it helped you exercise
   7. Positive of the app
   8. Negatives of the app
5. Post your review in the discussion board
6. Read TWO reviews posted by your classmate and answer the following
   1. One a scale of one (not helpful) to (helpful) was the review. State why or why not
   2. One a scale of one (not likely) to five (likely) how likely are you to use the app based on the review.

## Class Policy Statements

* + **Please pay close attention to the due dates posted on the syllabus. No late discussions, quizzes or projects will be accepted after the due dates.**
  + You can view your grades accumulated throughout the semester on Canvas. I will not round or give any points at the end of the semester. Please do not ask.
  + The University is conducted on a basis of common honesty. Dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University is regarded as particularly serious offenses. Any form of this type of conduct will not be tolerated. You are not allowed to work together on the quizzes.

1. **Attendance**: Due to the nature of this course there is no formal attendance policy. However, students are expected to follow the course outline and will be held responsible for all content covered in the syllabus and expected to meet all posted deadlines.
2. **Make-Up Policy**: Due to the nature of this course there is no formal make-up or excused absences policy. Please remember that all course content is open at the beginning of the semester and you have several weeks to complete quizzes and assignments throughout the semester. However, if an extraordinary circumstance occurs and a deadline needs to be missed or cannot be completed in the time assigned you must contact the instructor immediately to explain the circumstances and the instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor about this prior to the occurrence, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. **Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
4. **Disability Accommodations**: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, (334)844-2096 (V/TT).
5. **Course contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
6. **Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   * Engage in responsible and ethical professional practices
   * Contribute to collaborative learning communities
   * Demonstrate a commitment to diversity
   * Model and nurture intellectual vitality