**Physical Activity and Public Health**

**Auburn University**

**College of Education | School of Kinesiology**

To view the list of assignments, you can click the **Jump to Today** link in the top right corner of the ‘Home’ page on Canvas.

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

**Course Number:** KINE 4450-D01

**Prerequisite:** HLHP 3020

**Credit Hours:** 3.0

**Term:** Fall 2023

**Day/Time:** Online

**Instructor:** Dr. Ali Carroll

**Office Address:** KINE 168

**Email:** apv0004@auburn.ediu

**Office Hours:** By appointment

**Textbook:** No textbook required. All course material will be on Canvas

**Course Description**

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

**Course Objectives**

Upon completion of the course, you should be able to:

* 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

**Materials and Resources**

All course materials and assignments can be found under "Modules".

This course does not use a physical textbook. All the content is provided on the Canvas pages and through the following documents:

* [2018 Physical Activity Guidelines Advisory Committee Scientific Report](file:////courses/1520422/pages/pag-advisory-committee-report)
* [Physical Activity Guidelines for Americans 2nd Edition](file:////courses/1520422/pages/physical-activity-guidelines)

**Online Student Learning Expectations**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

**Logging On**

The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to Canvas regularly to work through course materials and participate in course discussions.

**Posting Responses**

Interaction between students is an important part of this course and requires prompt postings and responses. In an attempt to be efficient with our time and considerate of everyone’s schedules—beyond the requirements of this course—we will operate under a consistent time structure for posting assignments and responses to online discussions.

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. Grading rubric for discussion boards is below

**Course Structure**

The course will follow this general pattern:

* At the start of each module, students will complete the assigned readings and watch a video from the instructor (if provided).
* Throughout each module, students will study the Canvas pages, engage with the interactive elements, and watch all provided videos.
* At the end of each module, students will respond to the Discussion Board prompt and complete the quiz.
* Throughout the course, students should reach out to the instructor with any questions or concerns.

***The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via email.***

**Outline of Course**

This course will be broken up into modules. The following outline presents the topics to be covered in each module.

* Module: Getting Started
* Module 1: Introduction to Physical Activity and Public Health
* Module 2: Approaches to Changing Physical Activity
* Module 3: Stimulus Response Theory
* Module 4: Other Approaches to Changing Physical Activity
* Module 5: Social Influence on Exercise
* Module 6: Environmental Approaches to Physical Activity
* Module 7: Physical Activity Interventions
* Module 8: Cognitive Function & Exercise
* Module 9: Stress & Anxiety & Depression
* Module 10:Emotional Well-Being; Health Related Quality of Life
* Module 11: Future Considerations
* Final Project

**Assignments and Projects**

**Online Discussions**

You will need to complete 10 discussions questions over the course of the semester. You need to read the Canvas lecture pages to find the discussion question for each module.

All Discussion assignments are due on Sundays by 11:59pm (central time). The grading rubric for discussion boards is included on each of the discussion board pages.

**Final Project**

There are two parts to your final project. These will be submitted on Canvas. Instructions are available on the [Final Project Guidelines](file:////courses/1520422/pages/final-project-guidelines) page.

**Quizzes**

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 the day after the quiz due date for your review.

 A complete list of assignments and due dates is posted on the Assignment page.

 You can also view assignments by accessing your **Calendar.**

**Grading and Evaluation**

Achievement in this course will be assessed through completion of the following activities:

|  |  |
| --- | --- |
| Assignment Type | Points |
| Discussions | 100 |
| Project | 150 |
| Quizzes | 150 |
| **Total** | **400** |

**Grading Scale**

Grades are determined on straight percentages as follows:

|  |  |  |
| --- | --- | --- |
| Letter | Points | Range |
| A | 400 – 360 | 90-100% |
| B | 359 – 320 | 80-89.9% |
| C | 319 – 280 | 70-79.9% |
| D | 279 – 240 | 60-69.9% |
| F | Below 240 | Below 60% |

**\*Grades will *NOT* be rounded up at semester end.**

At Auburn University, a 4.0 grade scale is used. An A equals 4.0; B, 3.0; C, 2.0; D, 1.0; and F equals 0.0. Students must maintain a 2.0 average GPA in all courses in order to progress in this program. If addition, students must earn at least a D in each individual course in order to earn credit and progress to the next course.

For more detailed information about university grading standards, please refer to information on the following link: [Auburn University Undergraduate Academic Policies on Grades](https://www.auburn.edu/cosam/departments/student-services/academic-policies.htm#grades)

**Posting/Appealing Exam and Assignment Grades**

All exam and assignment grades will be posted to Canvas. Students will have five business days from the date that the exam/assignment scores are posted on Canvas to send an email to the instructor requesting grade adjustments on their work. To appeal a grade that you have received, please compose and send an email to your instructor writing out the exam or assignment in question, indicating the answer you submitted, and providing a written justification from the reading/class notes/etc. on why you think your answer is correct.

Once received, the instructor may or may not communicate with you regarding your appeal. Ultimately, the instructor will render a decision. If no appeal is sent to the instructor after five business days, the assignment score is final. Failure to monitor your progress as the semester progresses does not warrant a re-grade on assignments evaluated earlier in the semester. Once the 5-day appeal period has passed, students forfeit their right to have the graded material reassessed at a later date.

**Course Policies**

**Late Assignment Policy**

It is very important that students submit work on time, or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, quizzes, etc.) will be due by 11:59 pm (central time) on the date noted on the class calendar.  Students should reach out to their instructor immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines. If you are not able to complete an assignment due to an emergency, contact your instructor via email to let them know.

**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.

**Faculty Communication and Feedback**

At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor **48 hours** to get back to them on any communication, and **one week** for grading turnaround time on major assignments. **The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided.** If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concern as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps [in the video linked here](https://community.canvaslms.com/videos/1072) to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk](http://www.auburn.edu/oit/helpdesk/) for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**This course will be supported by Auburn University’s Canvas platform.** The syllabus, class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

**Program Policies**

**Academic Integrity**

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.

**Accessibility**

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).

**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.

**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