**KINE 4453 SYLLABUS**

**AUBURN UNIVERSITY**

**Instructor:** Alexandra Carroll

**Office Hours:** by appointment

**Office Room:** Kinesiology 149a

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1. **Course Information**

**Course Number:** KINE 4453

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

**Term:** Spring 2020

**Credit Hours:** 3 Lecture Hours **Prerequisites:**HLHP3020 **Corequisites**: None

**Location:** Online

1. **Text**
	* + Curt L. Lox, K. Ginis and S. Petruzzello. (2010). The Psychology of Exercise: Integrating Theory and Practice. 3rd edition. Holcomb Hathaway Publishers Scottsdale, Arizona
		+ Articles posted by instructor through semester

1. **Course Description:**

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

1. **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  |
| 1/19  | Introduction into Behavior Change/ Introduction to Exercise Psychology  | PP – Chapter 1 TX – Chapter 1  | Quiz 1  |
| 1/26  | Physical Activity Epidemiology  | PP – Chapter 2 TX – Chapter 2 Article (in canvas files)  | Quiz 2 Discussion  |
| 2/2  | Measurement of PA  | PP – Measurement  | Quiz 3 Discussion  |
| 2/9  | Approaches to Change PA Self-regulation/ Social Cognitive Approaches  | PP – Chapter 3 TX - Chapter 3  | Quiz 4 Discussion  |
| 2/16  | Response Theory & Integrative Approaches; Names of group members for class project.  | PP – Chapter 4 TX - Chapter 4  | Quiz 5 Discussion  |
| 2/23  | Social Influence on Exercise  | PP – Chapter 5 TX - Chapter 5  | Quiz 6 Discussion  |
| 3/1  | Physical Activity Interventions  | PP – Chapter 6 TX - Chapter 6  | Quiz 7 Discussion  |
| 3/8  | Personality and Exercise  | PP- Chapter 7 TX – Chapter 7  | Quiz 8 Discussion  |
| 3/9-3/15 | **Spring Break** |
| 3/22  | Self-Concept & Self-esteem; Body Image  | PP – Chapter 8 TX - Chapter 8 PP – Chapter 9 TX - Chapter 9  | Quiz 9 Discussion  |
| 3/29  | Stress & Anxiety; Depression   | PP – Chapter 10 TX - Chapter 10 PP – Chapter 11 TX - Chapter 11 PP – Chapter 12 TX - Chapter 12  | Quiz 10 (Ch. 10,11,12) Discussion  |
| 4/5  | Emotional Well-Being;Health Related Quality of Life  | PP – Chapter 13 TX - Chapter 13 PP – Chapter 15 TX - Chapter 15  | Quiz 11 (CH 13 & 15) Discussion  |
| 4/12  | Cognitive Function & Exercise  | PP – Chapter 14 TX - Chapter 14  | Quiz 12 (CH 14) Discussion  |
| 4/19 | Final Project A  |   | Submit to Canvas  |
| 4/26  | Final Project B  |   | Submit on Canvas  |

1. **Course Requirements/Evaluations**

|  |  |  |
| --- | --- | --- |
| 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 book 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 “Files” |
| 3) Online Discussions  | 100 points  | You will need to complete 10 discussions questions over the course of the semester. Each power point starting with **Chapter 2** contains a 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. **Only 10 will be graded.** If you choose to do all 11 discussion posts, your lowest discussion grade for the semester will be dropped. Grading rubric for discussion boards is below.  |

 Grade Scale

|  |  |
| --- | --- |
| 1. 100 – 90
2. 89.9 – 80
3. 79.9 – 70
4. 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  |

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1. **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