

**Acknowledgement of Indigenous Peoples and Traditional Territories:**

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario. While we engage in remote learning during this Fall 2021 term, I encourage you to educate yourself about the traditional territories of the land upon which you are learning.

**Physical Activity and Health Promotion**

**Fall 2021**

**KINE 3645 3.0**

---

**Course Director:** Dr. Rebecca Bassett-Gunter  
E: [rgunter@yorku.ca](mailto:rgunter@yorku.ca)  
Office: Remote 2021

**Class Time & Location:** September 8<sup>th</sup> 2021 – December 7<sup>th</sup> 2021  
Location: Online 2021 (No on campus activities)

Weekly lecture materials will be posted to eClass

Group discussions, course activities, Q & A sessions, and guest lectures will take place **Wednesdays 10:00-11:30am EST/EDT** via ZOOM. You should plan to attend these discussions and class activities on Wednesdays. See tentative class schedule on eClass.

**Instructor Office Hours:** I will hold online (ZOOM) group office hours for 15 minutes each **Wednesday** during our live class sessions. This will allow us to address any questions about the course or assignments as a group. Individual office hour meetings can take place **Mondays between 10:00-11:30am EST/EDT**. You will need to make an appointment to meet during office hours. You can email me at [rgunter@yorku.ca](mailto:rgunter@yorku.ca) to set up an individual meeting. Please email at least two business days in advance of a desired individual meeting.

**Prerequisite:** AS/HH/SC/KINE 1020 6.0

**General Expectations:**

Although most of us have experienced online learning this past year, it still feels a little abnormal! I have learned lots of tips and tricks of online learning, but I am not an expert! Through some trial and error, and respect for each other, I think we can have a wonderful term learning together. I am passionate about health and physical activity promotion! I want to learn more about how to implement and improve existing health and physical activity promotion approaches (and I want you to learn too)! I will face the term prepared and eager to share what I know about health and physical activity promotion. You will need to be prepared and eager to learn as well.

### ***eClass:***

Throughout the semester, I will be using eClass to provide you with course lectures as well as information about the course/assignments/tests etc. It is ***your responsibility to consult eClass*** on a regular basis to ensure that you receive all relevant course documentation and information. This is particularly important during the Fall 2021 term as there will be no in-person contact through which I can communicate with you. Make sure the email address you have linked with eClass is the email address you use regularly so that you can receive regular updates. “I did not know because I was not online” or “because I did not check eClass” are not excuses that will be accepted under any circumstances for the course.

### ***Please Take Care of You and Each Other:***

If nothing else, the past year and a half has taught us that we are tremendously resilient! Although we are facing much brighter days than those past, there is still a lot of uncertainty and challenge. Please be kind and gentle with yourselves and others during this difficult period of time. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://coronavirus.info.yorku.ca/>

<https://yorkinternational.yorku.ca/>

### ***Course Description:***

What is health and health promotion? How can we promote physical activity and health? How can we promote health and physical activity for those who need it the most? To truly support health for all, we must intervene at multiple levels. For example, we need to change peoples’ attitudes towards physical activity and 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 health accessible for everyone! 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 term. Your personal experiences are also highly valued and will often make discussions 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. It will be imperative that everyone participates in discussions in a respectful and open-minded manner. The online format of the course may make it difficult to engage in meaningful discussions but we will do our best! 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

### ***Participation:***

This course is optimized by student participation. We are exposed to issues related to health and physical activity promotion every day. For example, COVID-19 has presented a perfect storm for us all to observe issues related to health promotion. Some of the best learning in the course can come from discussing current health issues. In addition to regular participation in online discussions, we will engage in specific activities to maximize our learning through student engagement. You should plan to attend the discussion classes on **Wednesdays from 10-11:30am EST/EDT** to fully participate in these activities. Please see eClass for a detailed class schedule of activities.

### ***Organization of the Course:***

For Fall 2021, KINE 3645 is being delivered remotely via eClass and Zoom; there will be NO in-class interactions or activities on campus as we continue to consider public health recommendations regarding the COVID-19 pandemic.

KINE 3645 involves a blend of **asynchronous (participate on your own and at times you choose)** and **synchronous (students are expected to attend and participate at a specific time in live online sessions)** modes of teaching. Formal lecture material will be delivered asynchronously so that you can view the material outside of class time if you prefer. You could also designate available class time to review the material so that you stay on top of things! For example, although we will not meet synchronously on Mondays, you may wish to block that class time to listen to lectures. The synchronous or live elements will occur during specified class times (i.e., **Wednesdays 10-11:30am EST/EDT**), and students are expected to have the relevant lecture and/or reading completed prior to the live synchronous sessions so that we can maximize participation. I will regularly communicate with you so that you can be prepared for the live sessions.

**Lectures (asynchronous):** Each unit of the course will be delivered through a series of pre-recorded lectures. Weekly pre-recorded lectures will be posted on the course's eClass page by no later than the Monday of the specified week, 8:30am EST/EDT. It is imperative that you watch the lecture material during the week the lecture is posted if you want to be successful in the course.

**Live activities (synchronous, Zoom):** On specific **Wednesdays from 10:00am to 11:30am EST/EDT**, there will be a live, online class conducted via Zoom. I will share details with you each week. For example, some weeks we will have a live Q-and-A session led by myself. These sessions will afford students an opportunity to discuss course content with me and each other in a virtual forum. The Q-and-A sessions will be driven by student questions and inquiries. The online Q-and-A sessions serve in lieu of a lecture hall experience and there is evidence that shows that attending and engaging with a synchronous lecture experience improves course performance. Other live activities will guest lecturers, live Q & A sessions with guest lecturers, discussions of video or podcast content shared with the class.

Where possible, I will record the synchronous sessions to share with students who may be ill or unable to attend. Students are NOT granted permission to record the synchronous sessions – this is particularly important in respecting the privacy of your peers or other participants such as guest speakers.

### Technical Requirements for the Course:

Since the entire course will be delivered remotely, two platforms will be used, (i.e., eClass and Zoom), through which students will interact with the course materials and the Course Director, as well as with one another. Therefore, a computer or smart device with a camera (optional) and microphone is required to complete the course.

Please review this syllabus carefully and the course's eClass page regularly to determine how the course content will be delivered, how live classes and office hours will be conducted, and how assignments will be submitted.

In order to fully participate in this course, students will be required to participate in eClass-based discussion/activities and in Zoom-based video conferencing. In addition to stable, higher-speed internet, students will need access to a computer with webcam (optional) and microphone, and/or a smart device with these features. There are many ways to determine your internet connection and speed; for example, there are online tests, such as [Speedtest](#), that can be run.

Here are some useful links describing computing information, resources and help for students:

[Student Guide to eClass \(formerly Moodle\)](#)

[Student Resources for eClass FAQs](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

#### IMPORTANT INFORMATION FROM YU SENATE:

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. In addition, students should note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- You may keep your camera off during zoom discussions if you wish.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

- **Students must make every effort to arrange adequate internet connection, especially for tests and exams. If a student has any specific concerns about their internet connection, they should seek all available options for writing their exam in a location with a stable internet connection. In the event that a student is not confident they can access a reliable internet connection, they should communicate their concerns to their instructor well in advance of the exam. Last year we had ZERO issues with online exams in this course. Let's hope we have the same luck this year!**



### ***Email Policies:***

In order to have a positive experience in the course, I will ask that the following email policies be followed.

1. Please use eClass discussion boards to seek information from other students before emailing me. There is a good chance that your peers have the same question or know the answer to your question. I can also observe if many students are asking the same question on the eClass board – this is often a cue for me that I likely need to communicate the answer with the entire class. This is especially important for questions regarding online learning and course materials for 2021.
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 during dedicated office hours. Unfortunately, I cannot accommodate complex emails from 100 students nor can I provide thorough and detailed responses via email.

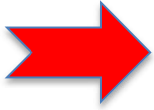
### ***Course Materials/Readings:***

1. Lecture material will be posted to eclass. All lecture material will be viewed on your own time. It is recommended that you use available class time (Monday and Wednesday 10:00-11:30am EST) to review lectures so that you do not fall behind in the material. We will not meet ‘live’ on Mondays so you might dedicate that time for reviewing course material. A good rule of thumb for reviewing lectures and taking notes is that it should take you about three times the lecture length to review. For example, a 20 minute lecture should take you about 60 minutes to review.
2. Live (synchronous) sessions will take place on Zoom on **Wednesday at 10am EST**. These sessions will include Q and A discussions, guest speakers and other activities. Material covered during the live sessions will be included on tests, exams and assignments. I will communicate with you regularly about the live activities each week.
3. Weekly readings will be posted on eClass. There are required readings throughout the course and the readings will serve to enrich, clarify, and illustrate crucial issues from the lectures. Required readings are available in electronic format through York University’s Library (YUL). In addition, persistent links to download the readings are provided through eclass. In the event that the links to the readings are not working properly, it is the student’s responsibility to access the YUL system and retrieve the required reading.

### ***Course Evaluation:***

1. JOURNAL ENTRIES	10%	DATE: Throughout term (10 x 1%)
2. MID-TERM	30%	DATE: October 27, 2021 10:00AM EST
3. *ASSIGNMENT	30%	DATE: November 24, 2021 11:59PM EST
4. FINAL EXAM	30%	DATE: EXAM PERIOD (December)

\*Assignment may be completed with a partner if you wish



- **Exams are to be completed individually. Students are NOT to seek or receive any help from other students on the exams and are NOT to provide help to other students. This policy will be strictly enforced. Students who are caught violating this policy will receive a zero on the exam.**

### **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>

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

### **Testing Format for Midterm and Final:**

The midterm and final test format will include close-ended (T/F, MC, fill-in-the-blank) and open-ended (short answer) questions. The tests will largely assess your knowledge and understanding of the information shared during posted lectures, class discussions and through readings. The final exam will focus *primarily* on material delivered after the midterm. The online test format will use timed and sequential questioning meaning that you will have a set amount of time to answer each question and you will not be able to go back to a previous question once you have answered the question or the time has passed. Although this approach may seem to be unnecessarily challenging, it is unfortunately necessary to protect academic integrity. When planning and evaluating the exams, I will take into consideration the added challenge of the timed and sequential testing. Last year this worked very well.

### **EPROCTORING**

Dr. Bassett-Gunter will notify you well in advance if an online eproctoring service will be used and will share details and instructions for use. Students are required to share any IT accommodation needs with the instructor as soon as they are able.

### **Missed Midterm:**

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.

### **Final Exam/Missed Final Exam:**

In the event that the final exam is missed:

- Students must complete and submit, in a timely manner, official documentation (Attending Physician's Statement, court notice, and/or other official documentation).
- Students must request permission from the instructor to attend the make-up final exam. The opportunity to sit the make-up final exam is NOT guaranteed.
- Only ONE make-up final exam will be offered (date TBD). You must be available to write the make-up final exam on the designated date. No exceptions will be made for any student.
- Please note that the Course Director reserves the right to change the format of the make-up exams.
- Very late extensions or accommodations for the final exam will require students to submit a formal petition to the Faculty of Health.

### **Assignment Submission:**

The assignment for the course will be submitted through eClass. Assignment details will be shared with students via eClass. Proper academic performance depends on students doing their work not only well, but on time. Accordingly, the assignment for this course must be received on the due date specified. Late assignments will not be accepted. Computer problems will not be accepted as an excuse for late assignments. Plan ahead when preparing to submit your assignment.

### ***Journal Entries***

Students will be required to complete a journal entry most weeks of the term. The topic will correspond with the weekly lecture material and class discussions. Students will need to complete the journal entry each week based on the specified topic and instructions. Journal entries will be reviewed for completeness and evidence of: i) connection to class material, ii) critical thinking, iii) mindful writing practice (i.e., clear, comprehensive, grammatically correct). Students will receive a mark of complete (1) or incomplete (0). The journal entries will make up 10% of the final grade (i.e., 1% per entry). Journal entries are due each Friday at 11:59pm EST. Journal entries submitted after the deadline will be considered incomplete. There are no exceptions for late journal submissions.

### ***Q&A Entries***

Each week students will be invited to submit questions related to the course content. These questions will be used to guide the discussions or guest speaker sessions on Wednesdays. This is a good way to ensure that anything you are unclear about is covered during the live lectures on Wednesdays.

### ***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.

**The final date to withdraw from the course without receiving a grade is November 12th, 2021.**

## Important Course Information for Students

### *Copyright Information*

These course materials are designed for use as part of the HH/KINE 3645 course at York University and are the intellectual property of the instructors unless otherwise stated. **Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.** The buying and selling of any course material (including lecture slides, evaluation items, etc.) may constitute an infringement of intellectual property rights and/or a breach of Academic Honesty. Additional information on Student Rights and Responsibilities can be found at [here](#).

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*

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty.](#)"

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

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*

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA). Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (21 days) before the scheduled test/exam to arrange.

Additional information is available at [www.yorku.ca/disabilityservices](http://www.yorku.ca/disabilityservices) or from disability service providers:

- **Office for Persons with Disabilities:**
  - N108 Ross, 416-736-5140, [www.yorku.ca/opd](http://www.yorku.ca/opd)
- **Learning and Psychiatric Disabilities Programs - Counselling & Development Centre:**
  - 130 BSB, 416-736-5297, [www.yorku.ca/cdc](http://www.yorku.ca/cdc)
- **Atkinson students - Atkinson Counselling & Supervision Centre:**
  - 114 Atkinson, 416 - 736 - 5225, [www.yorku.ca/atkcsc](http://www.yorku.ca/atkcsc)
- **Glendon students - Glendon Counselling & Career Centre:**
  - Glendon Hall 111, 416 - 487 - 6709, [www.glendon.yorku.ca/counselling](http://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. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (i.e., December), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services online at [http://www.registrar.yorku.ca/pdf/exam\\_accommodation.pdf](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 online (Zoom) classroom and eClass discussion forums. It is 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. 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](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm).

*Tentative Timeline, Content, and Reading Materials:*

**TOPIC 1: WHAT THE HEALTH AM I GETTING MYSELF INTO?**

<b>Lecture Topics</b>	<b>Readings</b>
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• What is health?</li> <li>• What is health promotion?</li> <li>• Determinants of Health</li> <li>• Why Promote Physical Activity?</li> </ul>	<ol style="list-style-type: none"> <li>1) Bounajm et al., 2015</li> <li>2) World Health Organization, 1986</li> <li>3) Woodall and Freeman, 2020</li> </ol>

**TOPIC 2: HEALTH EQUITY**

<b>Lecture Topics</b>	<b>Readings</b>
<ul style="list-style-type: none"> <li>• Health Equity</li> </ul>	<ol style="list-style-type: none"> <li>4) Smith and Judd, 2020</li> <li>5) Public Health Ontario, 2020</li> <li>6) Sallis et al., 2019</li> <li>7) Ball et al., 2015</li> </ol>

**TOPIC 3: IN THEORY, WHY CAN'T EVERYONE BE HEALTHY AND PHYSICALLY ACTIVE?**

<ul style="list-style-type: none"> <li>• Health Promotion Theories</li> </ul>	<ol style="list-style-type: none"> <li>8) Raingruber 2014</li> <li>9) Cohen, 2000</li> </ol>
---	--

**TOPIC 4: YOU'RE UNHEALTHY? IT'S NOT ENTIRELY YOUR FAULT**

<b>Lecture Topics</b>	<b>Readings</b>
<ul style="list-style-type: none"> <li>• Documentary               <ul style="list-style-type: none"> <li>○ Agency vs structure</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>10) Van Dorn, 2014</li> </ol>

**TOPIC 5:  
A HEALTH AND PHYSICAL ACTIVITY PROMOTION APPROACH:  
HEALTH MESSAGING**

**THE GOOD. THE BAD. THE UGLY.**

<b>Lecture Topics</b>	<b>Readings</b>
<ul style="list-style-type: none"> <li>• Introduction to health messaging</li> <li>• Strategies for effective messaging:               <ul style="list-style-type: none"> <li>• Tailoring/Targeting Health Information</li> <li>• Message Framing</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>11) Pope, Pelletier, Guertin 2018</li> <li>12) Schmid, Rivers, Latimer &amp; Salovey, 2008</li> </ol>

**TOPIC 6: THE MESSAGE IS CLEAR: WE'RE DEALING WITH SOME RISKY BUSINESS**

<b>Lecture Topics</b>	<b>Readings</b>
<ul style="list-style-type: none"> <li>• Health Risk Information &amp; Health Literacy</li> </ul>	<ol style="list-style-type: none"> <li>13) Bassett &amp; Martin Ginis, 2011</li> <li>14) Abel and McQueen, 2020</li> <li>15) Geboers et al., 2014</li> </ol>

**TOPIC 7: THE FUTURE IS BRIGHT???**

<b>Lecture Topics</b>	<b>Readings</b>
<ul style="list-style-type: none"> <li>• Health Promotion for Children &amp; Youth</li> </ul>	<ol style="list-style-type: none"> <li>16) Veugelers &amp; Schwartz, 2010</li> <li>17) Fung et al., 2012</li> <li>18) Bassett-Gunter et al., 2017</li> </ol>

**TOPIC 8: WHAT'S WORKING? WHAT'S NOT?  
EVALUATING HEALTH AND PHYSICAL ACTIVITY PROMOTION EFFORTS**

<b>Lecture Topics</b>	<b>Readings</b>
<ul style="list-style-type: none"> <li>• Evaluation Models</li> </ul>	<ol style="list-style-type: none"> <li>19) McGoey et al., 2015</li> </ol>

## **Recommended Readings**

### **TOPIC 1: 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) Woodall, J., & Freeman, C. (2020). Where have we been and where are we going? The state of contemporary health promotion. *Health Education Journal*, 79(6), 621–632.

### **TOPIC 2: HEALTH EQUITY**

- 4) Smith, J. A., & Judd, J. (2020). COVID-19: Vulnerability and the power of privilege in a pandemic. *Health Promotion Journal of Australia*, 31(2), 158–160.
- 5) Ontario Agency for Health Protection and Promotion (Public Health Ontario). (2020). COVID-19 – What we know so far about... social determinants of health. Toronto: Queen’s Printer for Ontario.
- 6) Sallis, J. F., Botchwey, N., Floyd, M. F., Porter, K. M. P., Meyer, M. R. U., Hipp, J. A., ... Conway, T. L. (2019). Building evidence to reduce inequities in youth physical activity and obesity: Introduction to the Physical Activity Research Center (PARC) Special Section. *Preventive Medicine*, 129, 105767.
- 7) Ball, K., Carver, A., Downing, K., Jackson, M., & O’Rourke, K. (2015). Addressing the social determinants of inequities in physical activity and sedentary behaviours. *Health Promotion International*, 30, ii8–ii19.

### **TOPIC 3: IN THEORY, WHY CAN'T EVERYONE BE HEALTHY AND PHYSICALLY ACTIVE?**

- 8) 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
- 9) 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.

#### **TOPIC 4: YOU'RE UNHEALTHY? IT'S NOT ENTIRELY YOUR FAULT**

10) van Dorn, A. (2014). Fed up. *The Lancet Diabetes & Endocrinology*, 2(8), e13.

#### **TOPIC 5: HEALTH MESSAGING; THE GOOD. THE BAD. THE UGLY.**

11) Pope, J.P., Pelletier, L., & Guertin, C. (2018) Starting Off on the Best Foot: A Review of Message Framing and Message Tailoring, and Recommendations for the Comprehensive Messaging Strategy for Sustained Behavior Change, *Health Communication*, 33:9, 1068-1077, DOI: 10.1080/10410236.2017.1331305

12) Schmid, K. L., Rivers, S. E., Latimer, A. E., & Salovey, P. (2008). Targeting or tailoring? Maximizing resources to create effective health communications. *Marketing Health Services*, 28(1), 32–37.

#### **TOPIC 6: THE MESSAGE IS CLEAR: WE'RE DEALING WITH SOME RISKY BUSINESS**

13) 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.

14) Abel, T., & McQueen, D. (2020). Critical health literacy and the COVID-19 crisis. *Health Promotion International*, 1–2.

15) Geboers, B., de Winter, A. F., Luten, K. A., Jansen, C. J. M., & Reijneveld, S. A. (2014). The association of health literacy with physical activity and nutritional behavior in older adults, and its social cognitive mediators. *Journal of Health Communication*, 19, 61–76.

#### **TOPIC 7: THE FUTURE IS BRIGHT?**

16) Veugelers & Schwartz. (2010). Comprehensive School Health in Canada. *Canadian Journal of Public Health*, 101, s5-s8.

17) 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.

18) 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.

#### **TOPIC 8: WHAT'S WORKING? WHAT'S NOT? EVALUATING HEALTH AND PHYSICAL ACTIVITY PROMOTION EFFORTS**

19) 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.