



YORK UNIVERSITY
Faculty of Health
School of Kinesiology and Health Science

KAHS 4650 3.0 – Winter 2023
Sport, Physical Activity & Youth Development

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 many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

[Understanding the Land Acknowledgement](#)

COURSE INSTRUCTOR

Jessica Fraser-Thomas, PhD

Email: jft@yorku.ca

Office Hours: 350 Bethune College, Tues. 11:30am-12:15pm (or by appointment)

COURSE LOCATION, DAYS, TIME

Tuesdays – Stong College, Room 222

Thursdays - Victor Phillip Dahdaleh Building, Room 1005

Note. In the case of inclement weather or professor illness, a lecture may be delivered (a)synchronously online. Should this be the case, students will be notified through eClass by 8am on the date of the affected lecture.

TEACHING ASSISTANT

Nathanian Ofori; Email: oforin@yorku.com

POST-DOCTORAL SUPPORT

Meghan Harlow; Email: mharlow2@yorku.ca

WELCOME

Welcome! The past 3 years have been a time like no other in our lifetimes. Some of my most substantive reflections of this time relate to the value of relationships, hearing each others' voices, withholding judgment, and showing respect. I hope these are principles we're not only able to uphold – but to celebrate within our learning spaces!

I – like you – am incredibly passionate about youth sport and physical activity. Like so many facets of our communities – local to global – sport and physical activity have been 'disrupted' these past 3 years. I look forward to many insightful and critical discussions around youth sport and physical activity, as we continue navigating this pandemic/endemic and the way forward in our research and practices.

In order to make the most of our learning time together each week - please ensure you have prepared for each class by doing the reading and come to class eager and ready to engage in the learning process!

COURSE 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

10% + (0.5%)	Journal Article Review #1	Fri, Jan 27
10% + (0.5%)	Journal Article Review #2	Fri, Feb 10
10%	Conference Reflection	Fri, Mar 3
20%	Field Work Assignment	Fri, Mar 24
20%	Program Development	Fri, April 7
5%	"In the News" Presentation	Ongoing

10%	Reading Reflections (5 x 2%)	Ongoing
15%	Attendance and Engagement	Ongoing
(1%)	Respect in Sport Bonus	Fri, April 7

The final date to withdraw from the course without receiving a grade is March 17.

Journal Article Review #1 and #2 (2 @ 10% + 0.5% Bonus): Students are required to write a short review paper (not to exceed 2 pages double spaced = approximately 500 words) based on a peer reviewed study published in 2022 or 2023 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/or applicable 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 include a copy of the journal article abstract as an appendix, with the assignment. This assignment should be submitted following the guidelines of the American Psychological Association's publication manual (7th edition, 2020). Students' assessments are based on the review's content, in addition to writing style, the ability to write clearly and concisely, and APA format.

Optional Bonus: Peer Review for Journal Article Reviews #1 and #2 (2 @ 0.5%): This optional bonus provides students the opportunity to give and receive feedback on the journal article review assignments 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 are responsible for finding a partner with whom to exchange journal article reviews, and coordinate the exchange and return of feedback prior to submission deadlines. Students must submit a completed assessment form signed by their peer - at the end of the assignment - to receive this 0.5% bonus. On this form, students should provide meaningful constructive feedback on how to improve the paper based on the guidelines. Students could also 'mark up' the paper for spelling, grammar; however a marked up copy should not be submitted. Students should not provide a grade.

Conference Reflection (10%): Students are able to access the SCRI (Sport Canada Research Initiative) Conference from 2021 (or 2022 TBD) at <https://sirc.ca/scri/archive/scri-2021/>. This annual conference brings together researchers, in addition to policy makers, practitioners, and leaders in sport and physical activity. Conference reflections are not to exceed 3 pages double spaced, 12-point font and should include: (a) a brief summary of the session (approximately 100-250 words), and (b) a personal reflection on the session, which may include but should not be limited to addressing some of the following questions: What resonated most with me? What did I find surprising? Did I agree

or disagree with the discussants? For whom was this session of value? What are the strengths of the research? What could improve the research? Why did I select this presentation to review? What further questions do I have? (approximately 500 words). This assignment should be submitted following the guidelines of the American Psychological Association's publication manual (7th edition). Students' assessment is based on the content (reflections/insight), in addition to writing style (e.g., clearly, concisely, grammar, APA format).

Field Work (Experiential Education) Assignment (20%): The purpose of this assignment is for students to gain understanding of a child, adolescent, or emerging adult sport or physical activity program through field work; this understanding and learning is to be guided through structured reflection drawing upon Kolb's Experiential Learning Cycle. A brief introduction to experiential learning and structured reflection can be found here: <https://ee-guide.info.yorku.ca>. 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 or game/competition (public health restrictions and University policies permitting), or conversations with a parent(s), coach(es), young athlete(s), or sport programmer/administrator(s).

Students' field work 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, 2009 or 7th edition, 2020). Students' assessment is based on preparedness for the field work (as evidenced by pre-field session outlines/appendices), 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 Development Project (20%): The final project offers students the opportunity to develop and showcase a sport or physical activity program for children, adolescents, or emerging adults. The program should focus on fostering the personal and social attributes of program participants, using sport or physical activity as the platform. Students may develop/enhance the programming for an existing sport program, or create a new original program for potential delivery in an existing organization. The written assignment (double spaced) includes an

introduction (1/2 page), specific programming guidelines (5 pages), a conclusion (1/2 page), and a bibliography (up to 2 pages). This assignment does not involve delivery of the developed program. A detailed description of this assignment is posted on the course website.

“In the News” Presentation (5%): Each student will complete a brief (approximately 5-8 minutes) presentation on a story ‘in the news’, that is related to course content (i.e., sport, physical activity, and youth development). Presentations will occur at the beginning of each class. Specifically, students will share a recent (i.e., within the past three months) story from mainstream or social media. Students will (a) provide a reference for the story, (b) offer a summary of the story and diverse ‘angles’ presented, (c) highlight any scientific studies that are referenced in the story, (d) offer 1-3 discussion questions related to the story that will trigger students’ personal and/or critical reflection, and (e) facilitate a brief class discussion built upon the questions presented. Audio-visual (e.g., Powerpoint) is permitted but not required.

Reading Reflections (5 @ 2%): Students are required to complete 5 reading reflections over the course of the term - of the possible 11 topics covered. These are due prior to 11:30am on the Tuesday of the discussed topic, and are not to exceed 2 pages double spaced, 12-point font. Reading reflections are intended to draw out students’ personal insights and critical reflections, serving as a springboard for students’ involvement in class discussions; they are not intended to summarize readings. Reflections may be guided by broad discussion questions (e.g., What did you learn? What did you find interesting? Did anything really get you thinking/reflecting? Did you disagree with anything in the reading? What statements/quotes really resonated with you?). Reflections could also include students’ insights related to theories, methods, findings, and/or discussion points. Students may also consider readings in the context of personal experiences and/or societal events. (However; reflections should not do all of these things!) Students should feel free to take whatever unique directions they wish in offering their reflections and insights. Students will be assessed on critical thinking/insight and mindful writing (i.e., clear, comprehensive, grammatically correct). Students will receive a grade of pass (2%) or fail (0%).

Attendance, Engagement, and Participation (15%): Students are expected to attend and engage in class, given that much of the learning in this course occurs through the reviews, discussions, and exercises within classes. Attendance accounts for 10% and is recorded at the beginning of each class beginning Week 2 (Tuesday, January 17th). To receive the full 10%, students must attend 20 classes (i.e., are permitted 2 missed classes throughout the term); each missed class beyond the 2 permitted classes will result in deduction of 0.5%. In exceptional circumstances, a missed class (beyond the permitted 2) may be “made up” through additional assignments, on a case-by-case basis. Engagement accounts for 5% of the grade, and 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 seminar discussions, reflecting comprehension and thoughtful consideration of course material. Students may also engage through active and respectful listening each class. Some specific participation tasks may also be assigned.

Respect in Sport Bonus (1%): Students are given the opportunity to complete the Respect in Sport for Activity Leaders course for 1 bonus mark. Details regarding the course are discussed in class and instructions for completion are provided on the course website. Completion of this course is completely optional; completion of the course is not a requirement of KINE 4650. To get credit for completing the course, students must forward their certificate of completion to Nathania Ofori (oforin@yorku.ca).

CLASS SCHEDULE

Week	Topic	Tuesday 11 Required Reading + 5 Reflections	Thursday	Friday Assignments (eClass)
1	Welcome!	<u>January 10</u>	<u>January 12</u> No Class	<u>January 13</u>
2	Human Development	<u>January 17</u>	<u>January 19</u>	<u>January 20</u>
3	Developmental Activities	<u>January 24</u>	<u>January 26</u>	<u>January 27</u> Journal Article Review #1
4	PYD Frameworks	<u>January 31</u>	<u>February 2</u>	<u>February 3</u>
5	PYD Through Sport	<u>February 7</u>	<u>February 9</u>	<u>February 10</u> Journal Article Review #2
6	Coaching and PYD	<u>February 15</u>	<u>February 17</u>	<u>February 18</u>
	Reading Week No Classes	<u>February 22</u>	<u>February 24</u>	<u>February 25</u>
7	Family and PYD	<u>February 28</u>	<u>March 2</u>	<u>March 3</u> Conference Reflection
8	Sport Pathways	<u>March 7</u>	<u>March 9</u>	<u>March 10</u>
9	Specified Topics	<u>March 14</u>	<u>March 16</u>	<u>March 17</u>
10	Specified Topics	<u>March 21</u>	<u>March 23</u>	<u>March 24</u> Field Work Assignment
11	Specified Topics	<u>March 28</u>	<u>March 30</u>	<u>March 31</u>
12	Future Directions & Wrap Up	<u>April 4</u>	<u>April 6</u>	<u>April 7</u> Program Development Respect in Sport

COURSE ORGANIZATION

eClass

Throughout the term, *eClass* will be used as the main communication method to provide students with an overview of the week ahead, and to provide any other information about the course and assignments. It is the student's responsibility to consult *eClass* regularly to ensure that all relevant course documentation and information is received. Students should ensure that their email address linked with *eClass* is the email address used regularly, so that all updates are received.

Required Readings

There is one required reading each week for a total of 11 required readings. Readings are posted on *eClass*, and must be read prior to Tuesday's class to ensure engagement (i.e., reflection, discussion) with course content.

Communication with Course Instructor and Teaching Assistant/Support

Email can be directed to the course instructor or teaching assistant/support. 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.

Communication with Classmates

The discussion board is available on the course website for students to engage in course-related communications. Students are required to show respect in accordance with University policies when posting on the discussion board and communicating with classmates.

Assignment Submission

All assignments are to be submitted through *eClass* on Fridays as outlined above; all assignments are to be submitted by 11:59pm EST. Academic achievement depends on students completing their work not only well, but on time. Accordingly, assignments must be received on the due dates specified. Assignments received later than the due date may be penalized 5% per day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., will be considered with supporting rationale/documentation.

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 number grade, aligning to a corresponding letter grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79). For a full description of York grading system see the York University [Undergraduate Calendar](#)

UNIVERSITY POLICIES

IMPORTANT INFORMATION FROM YU SENATE:

Online platforms used in this course (e.g., eClass) through which students will interact with the course materials, the course director, as well as with one another. Students should 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:

- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- 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.

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) -

<https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and the Academic Integrity Website (<https://www.yorku.ca/unit/vpacad/academic-integrity/>).
- Ethics Review Process for research involving human participants (<https://www.yorku.ca/research/human-participants/>)
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/>; **and** <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>)
- Student Conduct Standards (<https://www.yorku.ca/secretariat/policies/policies/code-of-student-rights-and-responsibilities-presidential-regulation/>)
- Religious Observance Accommodation (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>)

Copyright Information

Course materials are designed for use as part of the KINE 4650 course at York University and are the intellectual property of the instructor 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](#).

RESOURCES TO SUPPORT STUDENT SUCCESS

Please Take Care of Yourself and Each Other

There are a number of online free resources available to help support students.

For **immediate** and interactive resources:

- Free, confidential support services (professional counsellor, volunteer crisis responder, peer-to-peer community forum) <https://good2talk.ca/>
- Call **1-866-925-5454** or **text GOOD2TALKON to 686868**

For **Student Counselling Services** (free for students)

- Scheduled appointments, as well as emergency walk-in appointments during regular business hours. Students may request their preference to meet with counsellors of a particular identity (e.g. ,male, female, Black-identifying, 2SLGBTQIA+-identifying, etc.). [Student Counselling](#)

For **Self-Care/Management**:

- [Tiips for how to cope with stress](#)
- [Guide meditation \(audiofiles\)](#)

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).

- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

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