

**University of Maryland College Park  
School of Public Health  
Department of Kinesiology**



<http://www.sph.umd.edu/KNES/>

## **KNES 498A – The Foundations of Public Health in Kinesiology**

**Semester:** Fall 2012  
**Classroom and Time:** SPH 1302, Tues & Thurs, 2:00pm-3:15pm  
**Instructor:** Dr. Shannon Jette  
**Office:** 2318 SPH Blding  
**Phone:** 301-405-2497  
**Email:** [jette@umd.edu](mailto:jette@umd.edu)  
**Faculty Website:** <http://sph.umd.edu/KNES/faculty/alpha.html>

**Office Hours:** Mon: 10-11am  
Thurs: 2:30-3:30pm

**Course Pre- and Co-requisites:**

Required: KNES 298, KNES 360

**Required Texts and Other Readings:**

Required: All readings will be provided on Blackboard (through ELMS)

Additional Materials Required: Computer access to ELMS

**Course Catalog Description:** In this course we will utilize a critical public health perspective to unpack the term 'health' and to investigate the role of physical activity and inactivity in relation to health and well-being. Also examined will be past and current perspectives on health promotion and health education, with a focus on how education and social policies and approaches can be both health promoting and health compromising for various populations.

**Course Description:** This course provides students with a broad introduction to the core principles and goals of public health from a kinesiological perspective. Topics to be addressed include: knowledge systems in public health; basic principles of the epidemiology of physical activity; public health policy development aimed at encouraging regular physical activity; methods and study design in public health and physical activity; the design, implementation and evaluation of community level physical activity interventions; the impact of social, political and economic contexts on health, as well as the creation of health disparities; the impact of the **built environment** on physical activity and health; and the significance of health systems and health policy on the physical activity and health of populations. Exploration of these topics within the context of kinesiology will provide students with a more nuanced understanding of the relation of physical activity to public health, health disparities, and the prevention and treatment of chronic disease. A question that is central to and revisited throughout the course is 'what counts as evidence in the field of public health?', with specific attention to how epistemological frameworks shape the knowledge that is produced and policies that are implemented.

### **Course Learning Objectives:**

Upon completing this course, the student will be able to:

1. Identify key periods/trends in the history of public health practice, the role physical activity has played in this broader context, and how the wider socio-political climate has historically influenced the development (and dominant understandings) of public health.
2. Critically examine and explain the epidemiology of physical activity and associated statistics, including rates, risk factors, risk ratios, disease determinants, causation and public health surveillance, especially in the context of public health outcomes. Move beyond a traditional epidemiological perspective to consider the social, political, economic and **environmental** contexts that create and sustain health disparities and inequities.
3. Describe the broad applicability of epidemiologic methods to clinical and basic science, and public policy as related to physical activity, as well as think critically about the strengths and weaknesses of epidemiology in these contexts.
4. Explore the role of physical activity in addressing the needs of vulnerable populations as well as health disparities, and critically compare the importance of physical activity relative to wider social determinants of health in the overall health and wellness of populations.
5. Identify the key elements of public health interventions (assessment, intervention design and implementation, evaluation), and explain the difference between community-based and community development/organizing approaches, especially as they pertain to physical activity research. Identify and consider ethical issues in this context.
6. Identify criteria for association and causation based on study design, measurement and statistical methods in the context of physical activity.
7. Explore how the **built environment** influences physical activity behaviors and discuss this in relation to the general health and wellness of populations, issues of **environmental justice**, as well as **environmental sustainability**.
8. Examine the consumption of physical activity & fitness-related goods and services through a lens of **environmental sustainability**.
9. Explain how the public can acquire health information and utilize policy to improve its physical activity involvement and resultant health.
10. Identify criteria for implementing and evaluating health systems important to physical activity.
11. Identify the various knowledge paradigms relevant to the field of public health and think critically about how the knowledge system that is privileged shapes the research conducted, the knowledge produced and the policies implemented.
12. Cultivate critical thinking and writing skills.

### **Kinesiology Competencies Addressed in this Course:**

The following competencies for the Kinesiology program are addressed in this course:

1. Describe and critically analyze the role of physical activity in health, wellness, and the quality of life.
2. Know, apply, evaluate, and synthesize the knowledge regarding the social, cultural, historic, and philosophical dimensions/context of physical activity.
3. Students will integrate, interrogate, and communicate the connection between the scholarship of kinesiology and the goals of public health.

### **Course Requirements:**

**Lectures/Readings:** Although the weekly lectures will be related to the assigned readings, the lectures are far more than an overview of the readings. In many cases, in fact, the readings will act as a

supplement to the lecture material, but will not be the focus of the lecture itself. For this reason, attending lectures **and** doing the readings are crucial for success in the course. You will be tested on all lecture and reading material in the midterm and final exams, as well as weekly quizzes (see below).

**Assignments:** Students will complete two assignments. Students will work individually on Assignment 1, with the option of group-work for the Final Project. A brief overview of each assignment is provided below; see the “Assignments” section of Blackboard for further information (including grading rubrics).

### **Assignment 1: Daily Activity Diary – reflections on the built environment and environmental sustainability**

**Synopsis:** Keep a three-day travel diary of pedometer readings and travel patterns, with a critique of how the built environment influences your travel, as well as reflection on how your travel choices/habits might impact the environment. You will be required to draw upon class readings pertaining to the built environment and active living, as well as environmental sustainability.

**Scenario:** Given the recent approval by the College Park City Council to a measure that will allow the city to be part of the new State of Maryland *Sustainable Community* program (see article from *The Diamondback* posted on ELMS) the UMD School of Public Health in conjunction with the College Park Planning and Development Department (and a number of other stakeholders) are interested in exploring UMD students’ daily activity levels, as well as their modes of transportation more generally. As an exploratory ‘first step,’ they have selected a number of UMD students to wear a pedometer for three days, keeping track of the readings and their travel patterns. Data collected will be used to help the collaborative team identify potential projects, programs and/or policies for the larger *Sustainable Community* program.

**Part 1:** Using the table provided, keep track of your travel patterns (i) on campus; (ii) the community in which you live; and (iii) the journey between the two. In addition, keep note of how constraints (e.g., time, financial, physical, safety, weather/environment) and design (i.e., built environment) affect your movement patterns and physical activity.

**Part 2:** Based upon your Activity Diary, answer a series of questions posed by the creators of the UMD/College Park initiative. This will be used to inform focus group interview questions to be conducted at a later date.

### **Assignment 2: Creation of a community development physical activity program**

**Synopsis:** Use one of the conceptual models for community organizing/community building for health discussed in class to guide the creation of a physical activity program within a fictional community or group (see scenario below). Included will be a review of existing literature/evidence pertaining to physical activity programs/interventions for the population of interest, a rationale for and detailed discussion of your approach, as well as details of how you will measure and evaluate the program (and the challenges you might encounter in doing so).

**Scenario:** You and your partner (you may also work on your own) will be assigned a case-study. It will describe a specific population or social group that has expressed an interest in addressing a particular health issue, and would like to use physical activity to drive the agenda forward. Included in the scenario will be details of the key individuals in the community, central stakeholders, possible collaborators, existing capacities/skills in the community, as well as challenges. You are welcome to elaborate upon the scenario provided (within reason) in order to help you build out your discussion.

Details of the literature review, discussion of the approach/process and measurement/evaluation are available on ELMS.

**Weekly Quizzes:** Students will be expected to complete 10 quizzes (accessed through ELMS) by 8pm on Sunday (quiz dates will be announced in advance; makeup quizzes are not a possibility). The quizzes will be based on the course content/readings of the previous week. Quizzes will be open-book but they will be timed, such that students will require a firm grasp of course content in order to perform well. It is therefore important for students to attend at lecture, participate in class discussions/activities, and keep up with assigned readings. The quizzes are intended to help the students gauge their grasp of material as we move through the course, as well as provide practice for the midterm and final exam.

**Available Support Services:**

ELMS : <https://elms.umd.edu/webapps/portal/frameset.jsp>

OIT Helpdesk: <http://www.helpdesk.umd.edu/>

Library - <http://www.lib.umd.edu/MCK/>

Should you experience difficulty in keeping up with the academic demands of this course, contact Learning Assistance Services, 2201 Shoemaker Bldg, 301-314-7693. Their educational counselors can help you with time management, note-taking and exam preparation skills.

Additional links and resources will be available on the course website.

**Grading Procedures:**

**Grade breakdown:**

Midterm: 20%

Final Exam: 30% (cumulative)

Assignment 1: 15%

Assignment 2: 25%

Weekly quizzes to be completed online: 10%

- Special accommodations **MUST** be required through DSS. If you need special accommodation, you should send an e-mail and-or contact the course instructor and the TA.
- Any student with a scheduling conflict with an exam due to a religious observance must notify us (by e-mail) before the end of the schedule adjustment period. (See Fall 2012 schedule available in Testudo).

**The grading scale is as follows:**

A = 90.0% - 100%	B = 80.0% - 89.99%	C = 70.0% - 79.99%	D = 60 - 69.99%	F = <60%
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**Course Outline / Course Calendar:**

Reading Assignments (and materials) are available on ELMS. While these readings are complementary to the lectures, exam questions will incorporate these texts. Changes may be made to this schedule depending on the pace of the course.

**Additional Literature, Websites and Other Resources will be available on Blackboard**

Week	Date	Course Schedule
<b>UNIT I: Laying the Foundation</b>		
1	8/30/12	Overview of course/Why Kinesiology and Public Health?
2	9/4/12	The history of public health - and the role of physical activity (PA) in relation
	9/6/12	Social determinants of health
3	9/11/12	Socio-ecological models and active living
	9/13/12	The built environment and physical activity
4	9/18/12	Health disparities and health inequities – environmental justice
	9/20/12	Challenging the neoliberal heuristic
<b>UNIT II: Research Methods – Producing Knowledge</b>		
5	9/25/12	Dilemmas in public health research: Methodologies and ethical practice
	9/27/12	Epidemiology: The big picture
6	10/2/12	Concepts and methods in physical activity epidemiology
	10/4/12	Measurement and surveillance of physical activity and fitness
7	10/9/12	Social epidemiology – considering context
	10/11/12	Other ways of knowing: Qualitative research methods
8	10/16/12	Tools for assessing the spaces & places of physical activity/Midterm review
	10/18/12	<b>MIDTERM</b>
<b>UNIT III: Public Health and PA in Action</b>		
9	10/23/12	Ethical issues in public health research
	10/25/12	Public health interventions: Top down and/or bottom up?
10	10/30/12	Community organizing and capacity building (Part I)
	11/1/12	Community organizing and capacity building (Part II)
11	11/6/12	Translating knowledge in public health: What counts as evidence?
	11/8/12	Public health policy and PA: What do policy makers want to know?
12	11/13/12	Health Impact Assessments (HIA)
<b>UNIT IV: Thinking Critically about Physical (In)Activity</b>		
12	11/15/12	Physical activity guidelines and recommendations
13	11/20/12	Exercise is medicine? The medicalization of PA
	11/22/12	Thanksgiving Break
14	11/27/12	Understanding health, the body and physical activity from diverse cultural perspectives
	11/29/12	Global health and physical activity
15	12/4/12	Consumer culture and physical activity – sustainable futures
	12/6/12	Careers in KNES and Public Health
16	12/11/12	Overview: Making connections

## Course Policies:

### Class Participation

The University policy on attendance is available at <http://www.testudo.umd.edu/soc/atedasse.html> and in the Undergraduate Catalog. This policy includes information about overall class participation including: religious holidays, inclement weather, excused absences, makeup exam.

### Absence Policy

It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered "excused" and the instructor will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgment that the information is true. Whenever feasible, you should try to contact the instructor in advance.

**Major Scheduled Grading Events and Prolonged Absences.** Students who miss a Major Scheduled Grading Event due to any University excused absence must provide appropriate documentation. Students who miss a Major Scheduled Grading Event due to illness or who have a prolonged absence due to illness (multiple consecutive absences due to the same illness) *shall be required to provide his or her instructor with written documentation of the illness from the University Health Center or from his or her own health care provider.* The University Health Center or health care provider shall verify dates of treatment and indicate the dates the student was unable to meet academic responsibilities.

For complete information on the university's absence policy see <http://www.president.umd.edu/policies/v100g.html>

and the Undergraduate Catalog at <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

### **Email – The Official University Correspondence:**

**Verify your email address** by going to [www.my.umd.edu](http://www.my.umd.edu).

All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

**Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc.** Email addresses can be quickly and easily updated at [www.my.umd.edu](http://www.my.umd.edu) or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: [www.helpdesk.umd.edu](http://www.helpdesk.umd.edu) or call 301-405-1400.

Late work and Missed Exams / Assignments: All assignments should be submitted at the beginning of class on the day they are due. An assignment is late if you arrive more than 5 minutes after class begins. Late assignments will be accepted with a 10% per day penalty.

The major grading events in the course are the midterm and final exam, and they must be attended on the assigned date. For university-excused absences (e.g., illness, university-sponsored event), you must provide proper documentation (e.g., note from health care provider; sports coach) and notify me in advance, and a make-up exam will be scheduled.

Religious Observances: The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student’s responsibility to inform the instructor at the beginning of the semester or at least one week in advance of any intended absences for religious observance.**

The policy that includes information about Religious Observance is available at:  
<http://www.president.umd.edu/policies/iii510a.html>

Special Accommodations / Disability Support Services:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

The University services for students with disabilities is available on:  
[http://www.counseling.umd.edu/DSS/avail\\_services.html](http://www.counseling.umd.edu/DSS/avail_services.html)

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.

- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.shc.umd.edu/code.html>.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

#### Inclement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

#### Early Warning Grades:

Early warning grades will be submitted for those undergraduate students who are newly enrolled at Maryland. These grades are an important component of our retention efforts as they provide timely feedback to those students who are unfamiliar with our academic expectations. A letter grade or "satisfactory/unsatisfactory" (S/U) marks may be submitted.

#### Course Evaluations:

The University, the School of Public Health, and the Department of Kinesiology are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **The system ([www.CourseEvalUM.umd.edu](http://www.CourseEvalUM.umd.edu)) will open toward the end of the semester and close prior to final exams; specific dates will be announced during the semester.** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.