**University of South Carolina**

**College of Education**

**Department of Physical Education and Athletic Training**

**Course: PEDU 870 –** **Promoting Integrative Youth Physical Development**

**Term:** Fall, 2014

**Meeting Time:** Wed – 8:05-9:20am

**Location:** 134 PE Blatt Center

**Professor:** Dr. David Stodden

**Office:** PE Blatt Center 218K

**Office Hours:** M-W-F - 7:30 – 8:20 am & 11:40am- 12:30pm

**E-mail:** [**stodden@mailbox.sc.edu**](mailto:stodden@mailbox.sc.edu) **Phone# 777-9882**

**Primary Texts: See selected readings for the course**

## Course description

Examination of the synergistic nature of various physical, behavioral and psychological factors that promote positive trajectories of health in youth and how they are promoted across childhood and adolescence in physical education.

## Course Objectives

1. To have the student acquire an understanding of the synergistic linkage between behavioral, physical and psychological factors that relate to youth physical development and how these relationships change across developmental time within the context of physical education.

***Learning Outcome***

Demonstrate knowledge of and explain various principles, theories, and concepts related to youth physical development and how they can be applied within the context of physical education curricula (Exam 1 & 2 & research identification assignments).

1. To have the student analyze, synthesize, and evaluate current literature relating to principles and strategies that attempt to promote positive health outcomes in youth.

***Learning Outcome***

Demonstrate the ability to incorporate and apply principles of youth physical development to promote positive trajectories of behavioral, physical and psychological variables across time within the context of physical education (Exam 1, 2, Research Identifications & Research Presentation).

**Evaluation and Grading**

Exam 1 30%

Exam 2 30%

Research Area Identification (5% each) 10%

Research Presentation 30%

**Grading Scale**

90.0 – 100 = A

87.0 – 89.9 = B+

80.0 – 86.9 = B

77.0 – 79.9 = C+

70.0 – 76.9 = C

67.0 – 69.9 =D+

60.0 – 66.9 = D

Under 60.0 = F

## Class Policy and Expectations

You are expected to actively participate in class discussions and activities and to show evidence of thorough reading of assigned textbook chapters and additional readings.

It is expected that you will attend every class meeting. If you must miss class because of illness or other emergency, please notify the instructor in advance. You are responsible for any work missed during an absence.

## Research presentation

The presentation will cover a selected aspect of youth development that relates to health. You will prepare a presentation/lecture that will provide the nucleus for one-half of an entire class period. The presentation/lecture should cover enough material to last approximately 1 hour. The remaining time in class will be devoted to discussion of the presented material. The presentation should cover all information related to the topic including relevant literature on the relationship of a particular variable and its health-related link. In addition, you will be responsible to develop an idea on how to promote an intervention integrating your chosen topic that is developmentally appropriate for different aged youth. This presentation will be based on a **minimum of 15** refereed journal articles and/or edited book chapters. A list of references will be handed in after the presentation.

You will be expected to meet with me a minimum of three times during the semester to develop your presentation. I will provide feedback and direction, if needed, to make sure the content and the presentation is appropriate. Meetings will be set up on an individual basis throughout the semester.

## Research area identification

It is hoped that throughout the readings you will find topics that require further research. Sometimes, an author reviewing a topic points out that further research is needed. Alternatively, authors will present topics that may be unclear to you, reflecting issues in need of further research or additional explanation.

The assignment (X2) is to identify areas for further research in your readings and to articulate them in writing. You will need to identify a single topic for further research and present this topic to the class on two different occasions. Individual discussion dates will be determined in class. Each research identification assignment will be a maximum of two pages (double spaced) with the first two sentences identifying the topic and the nature of the problem. The remainder of the paper will describe the significance of the problem, how the article addresses the problem, and how you would address the topic to further clarify how the problem/topic may be addressed.

**Class Attendance and Evaluation**

In order to meet the above objectives, attendance and participation is expected in this class. Material will only be covered once and it is the responsibility of each learner to take in the information provided through lectures, participation, and readings. You are obligated by University policy to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussions may occur. On time arrival to class demonstrates professional courtesy to the instructor and other students in the class.All excused absences need to be communicated to the instructor prior to the date of the class that you will not be present.

**Required documentation for excused absences**

Documentation must be submitted to instructor within **one week** of absence.

* ***Funerals***: will be excused when provided with an obituary or prayer card.
* ***Illness***: will be excused by a doctor’s completion of the attached form. Medical excuses provided by a parent or other family member are **Not** acceptable. Additionally, a physician who is also a member of the family (i.e., parent, step-parent, sibling, aunt/uncle, grandparent) may **Not** complete the form for the student.
* ***University Sponsored Events and Military Obligation*:** documentation must be submitted **prior** to the absence. The documentation must contain the exact dates the student will be gone.

***Proper ID Needed to Enter the Blatt PE Center***

You will need a valid USC photo ID card to enter the building. The university is trying to make this a safer campus, and you can help by remembering to have with you and to show at the front door, your USC photo ID. It is the job of the employee at the front door to check your ID and to deny you admission to the building if you do not have it with you. Missing class because you could not gain entry into the building is not an acceptable excuse for absence. Please help to make this a safer building by having and showing your appropriate ID when entering the building.

**Tobacco Free USC policy:** The University of South Carolina has a no-tobacco policy that went into effect, August 1st, 2006. Tobacco use is prohibited in and around all USC-owned and -occupied buildings, university vehicles and in designated outdoor areas. *This policy includes smokeless tobacco.*

**Code of Academic Integrity:** It is the responsibility of every student to abide by the USC Code of Academic Integrity. All acts of dishonesty violate standards essential to the existence of an academic community. Violations of the Code of Academic Integrity may include, but are not limited to, cheating, fabrication, falsification, and plagiarism. A zero tolerance policy for academic dishonesty is in effect for this course.

**Expected Classroom Behavior:** All cell phones and pagers are to be turned off or silenced during class (not on vibrate). All cell phones are to be put away out of view during class; there is no text messaging, web browsing, etc, during class. There will be no eating during class time. Failure to adhere to these classroom rules may result in your being dismissed from class and/or an academic penalty.

**Sexual Harassment**

Sexual Harassment is not permitted at the University of South Carolina. Please be aware that your statements and actions are being observed by numerous students with very diverse backgrounds. What may be harmless in one person’s opinion may be interpreted as harassment by another. Any concern regarding sexual harassment should be reported to the instructor or Physical Education Department Chair.

**Accommodating Disabilities:** Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email [sasds@mailbox.sc.edu](mailto:sasds@mailbox.sc.edu), or stop by LeConte College Room 112A. All accommodations must be approved through the Office of Student Disability Services.

**Diversity:** In order to learn, we must be open to the views of people different that ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each others’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

Lecture Schedule: Subject to alterations at my discretion.

**Meeting Dates - Week of: Topics and Reading Assignments**

Week 1 Intro-Syllabus - Assign presentations and tentative schedule for presentations.

Week 2 Youth physical development: An integrative perspective **(Selected Readings #1)**

Week 3 Factors relating to the development of motor competence and health outcomes **(Selected Readings #2)**

Week 4 Factors relating to the development of health-related fitness and health outcomesin youth **(Selected Reading #3)**

Week 5 Factors relating to the development of Physical activity behaviors and health outcomes in youth **(Selected Readings #4)**

Week 6 **Exam 1**

Week 7 Factors relating to the development of self-concept and health outcomes in youth **(Selected Readings #5)**

Week 8 Factors relating to the development of obesity and health outcomes in youth **(Selected Readings #6)**

Week 9 **Research identification #1 group discussion - presentations and assignments due**

Week 10 Sustainability of intervention factors related to health in youth. **(Selected Readings #7)**

Week 11 The use of various theories to promote behavior change **(Selected Readings #8)**

Week 12 Integrative model evidence **(Selected reading #9)**

Week 13 **Research identification #2 group discussion - presentations and assignments due**

Week 14 Presentations

Week 15 Presentations

Week 16 Presentations **Exam 2** **Due**

## Selected Readings – Other readings may be added throughout the semester

**#1** Stodden, D. F.,Goodway, J. D., Langendorfer, S. J., Roberton, M. A., Rudisill, M. E., Garcia, C., & Garcia, L. E. (2008). A developmental perspective on the role of motor skill competence in physical activity: An emergent relationship. *Quest, 60*, 290-306.

Welk, G. J. (1999). The youth physical activity promotion model: a conceptual bridge between theory and practice. *Quest*, *51*(1), 5-23.

Stodden, D. F., Howard, R., Faigenbaum, A. D., Richardson, C., Meadors, L., Moore, W., Molony, J., McHenry, P. Graziano, J., Cullen-Carroll, P. (2012). Promoting integrative youth physical development in the United States. *Professional Strength and Conditioning (UK) 26, 10-18.*

# **#2** Pate, R. R., Blimkie, C., Castelli, D., Corbin, C. B., Daniels, S. R., Kohl, H.W., Malina, R. M., Sacheck, J., Stodden, D. F., Whitt-Glover, M., Zhu, W. (2012). *Fitness Measures and Health Outcomes in Youth.* Institute of Medicine of the National Academies. (Russell Pate, Maria Oria, & Laura Pillsbury, Editors).

**#3** Pate, R. R., Blimkie, C., Castelli, D., Corbin, C. B., Daniels, S. R., Kohl, H.W., Malina, R. M., Sacheck, J., Stodden, D. F., Whitt-Glover, M., Zhu, W. (2012). *Fitness Measures and Health Outcomes in Youth.* Institute of Medicine of the National Academies. (Russell Pate, Maria Oria, & Laura Pillsbury, Editors). **\* Focus on health outcomes chapter.**

Stodden D. F. & Brooks, T. (2013). Promoting musculoskeletal fitness in youth: Performance and health implication from a developmental perspective. *Strength and Conditioning Journal, 35(3),* 54-62.doi:10.1519/SSC.0b013e318296391e

**#4** Department of HHS (2008).*Strategies to Increase Physical Activity Among Youth: Physical Activity Guidelines Advisory Committee Report.* 1-48. http://www.health.gov/paguidelines/midcourse/pag-mid-course-report-final.pdf

Department of HHS (2008). 2008 Physical Activity Guidelines for Americans. 1-76 http://www.health.gov/paguidelines/pdf/paguide.pdf

**#5** Babic, M. J., Morgan, P. J., Plotnikoff, R. C., Lonsdale, C., White, R. L., & Lubans, D. R. (2014). Physical Activity and Physical Self-Concept in Youth: Systematic Review and Meta-Analysis. *Sports Medicine*, 1-13.

***#6*** Accelerating Progress in Obesity Prevention (2012). *Report by the National Academies, Institute of Medicine. 1-478.* National Academies Press

**#7** Lai, S. K., Costigan, S. A., Morgan, P. J., Lubans, D. R., Stodden, D. F., Salmon, J. & Barnett, L. M. (2014). Do school-based interventions focusing on physical activity, fitness or fundamental movement skill competency produce a sustained impact in these outcomes in children and adolescents? A systematic review of follow-up studies. *Sports Medicine, 44, 67-79.* DOI:10.1007/s40279-013-0099-9.

**#8** Prestwich, A., Sniehotta, F. F., Whittington, C., Dombrowski, S. U., Rogers, L., & Michie, S. (2014). Does theory influence the effectiveness of health behavior interventions? Meta-analysis. *Health Psychology*, *33*(5), 465.

**#9** Positive Lifespan Trajectories to Achieve Health: A Developmental Perspective Robinson L.E., Stodden, D.F., Lisa M. Barnett, Vitor P. Lopes, Samuel W. Logan, Eva D'Hondt, & Luís Paulo Rodrigues, (in review). Pediatrics.