

Course Syllabus Physical Activity and Public Health Fall 2022

EDKP 330

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Office:	zoom
Office hours:	Monday/ Wed: 2pm – 5pm – please contact me by email to schedule a zoom meeting
Teacher Assistants:	Olivia Pastore: olivia.pastore@mail.mcgill.ca Kerrigan Sunday: kerrigan.sunday@mail.mcgill.ca
Lecture Time:	Monday & Wednesday 10:05 am – 11:25 pm
Place:	ENGTR 0100
Text: Kohl HW, Murray TD, Salvo D. (2020) Foundation of Physical Activity and Public Health. 2 nd Edition Champaign, IL: Human Kinetics (Available at Campus Bookstore) Digital copies are available on-line. Lecture slides, Lecture Notes, Research Papers, and Syllabus online on MyCourses.	

Course Description:

This course surveys the health-related aspects of exercise, physical activity and physical fitness from the perspective of epidemiology. Physiologic mechanisms for healthy adaptations to physical activity will be addressed. The behavioural determinants of physical activity and regular participation will also be reviewed.

Grading breakdown:

Description	Weighting
Quizzes	10%
Exam #1	30%
Exam #2	30%
Final exam #3	30%

5 Quizzes will be administered online throughout the semester. **Five timed, online quizzes** will be assigned in this course using **My courses**. The quizzes will have a duration of **20 minutes** and be announced **at least 7 days** before they are scheduled using **Announcements** in MyCourses. Furthermore, the **content** to be covered in every quiz will be indicated in a MyCourses announcement. Each quiz will have **10 questions** and will be **open for 72 hours**. Students who do not complete a quiz within the allotted **72-hour time frame** receive an automatic zero.

Exams may be rescheduled before official university travel or in the event of an emergency. Hospitalization or family death defines an emergency. I must be notified before the exam. In the event of illness, I will require a note from your health care provider which indicates that they are aware that you will miss an exam due to the illness. **In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.**

Physical Activity and Public Health Weekly Schedule: Fall 2022

Days	Topic	Readings
Aug 31 st	Course Syllabus presentation and discussion	Course Syllabus
Sep 7 th	Intro to PA and Health	Introduction
Sep 12 th	Public Health	Chapter 1
Sep 14 th	Fundamentals of Kinesiology	Chapter 2
Sep 19 th	Integrating Public health and Physical Activity	Chapter 3
Sep 21 st	Measuring Physical Activity	Chapter 4
Sep 26 th	Cardiovascular Disease	Chapter 5 + power point
Sep 28 th	Cardiorespiratory and Metabolic Health	Chapter 5
Oct 3 rd **** - Elections Quebec	No lecture	
Oct 5 th	Overweight and Obesity	Chapter 6 + articles
Oct 10 th – Thanksgiving	No lecture	
Oct 12 th – Fall reading break	No lecture	
Oct 13 th ***** - Thursday	Overweight and Obesity	Chapter 6
Make up day for Thanksgiving		
Class will be held online and will be recorded		
Oct 17 th	Overweight and Obesity + review midterm I	
Oct 19 th	Cancer	Chapter 8
Oct 24 th	Health Risks of Exercise and Physical Activity	Chapter 10
Oct 26 th	Mid-term I Chapters 1,2,3 4, 5 & 6 + power point material	

October 31st	Musculoskeletal and functional health	Chapter 7
Nov 2nd	Brain Health	Chapter 9
Nov 7th	Brain/Mental Health	Guest speaker
Nov 9th & 14th	Behavioural Approach	Chapter 13 + articles
Nov 16th & 21st	School Based Approaches	Chapter 11 and 12 + articles
Nov 23rd	Environmental Approaches	Chapter 14 + articles
Nov 28th	Mid-term II Chapters 7, 8, 9, 10 + power point material+ articles	
Nov 30th	Determinants of Physical Activity Activity/Interventions to increase Physical Activity	Chapters 15 and 16 Articles
Dec 2nd *** FRIDAY Make up day for Quebec Elections Day Class will be held online and will be recorded	Determinants of Physical Activity Activity/Interventions to increase Physical Activity	Chapters 15 and 16 Articles
Dec 5th	Review – preparation for final exam/ questions	
December – 7th to 21st to be defined by the department	FINAL EXAM Chapters 11, 12, 13, 14, 15 & 16	

Notes:

- As specified by Students Affairs Office “Undergraduate students taking courses on the McGill Campus seeking medical accommodation for tests/assignments/exams, must seek accommodation from the Student Affairs Office not from individual instructors”.

- The final grades will not be revised / upgraded arbitrarily. Decimal points will be rounded off to the nearest grade. For example, 79.5% will be rounded to 80%. A 79.4% will be rounded to 79%. The marks are final and non-negotiable.

The content for EDKP 330 will be available on a **My Course** website. Even though the **lectures for this course are planned to be delivered in person**, it is possible that some lecture material may be delivered in an **asynchronous** and/or a **synchronous** manner depending on the situation. For example, your instructor may decide to create a **recorded video** about a given topic in the course to assist you with your learning and/or a specific topic was not concluded in person at the determined date and needs to be finalized before the semester ends. Zoom recording will be used to create such recorded videos which will be posted to My courses. Most importantly, if the **COVID- 19 pandemic** forces us to return to **remote learning**, lectures may be delivered **asynchronously** and/or **synchronously** using **Zoom**.

All course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

IMPORTANT COURSE INFORMATION AND POLICIES

Language of submission

In accord with McGill University's [Charter of Students' Rights](#), students in this course have the right to submit in English or in French written work that is to be graded.

Conformément à [la Charte des droits de l'étudiant](#) de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue.

Academic integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)” (Approved by Senate on 29 January 2003) (See [McGill's guide to academic honesty](#) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon [le Code de conduite de l'étudiant et procédures disciplinaires](#) » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#).)

Core Professional Competencies for the Teaching Profession

This course provides an opportunity for students to develop 4 of the 12 core competencies required in the teaching profession.

COMPETENCY 1– Act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.

As in most theory courses the knowledge taught in this course will allow students to use this information as part of their overall strategy to help them the underlying reasons driving their methods in a classroom setting. We will explore the role that an active lifestyle can play in preventing various chronic diseases. Information from this course will provide a

strong rationale for exercise prescription and the underlying physiological mechanisms of those prescriptions. This will be useful in guiding, justifying and explaining the curriculum to their students. Evaluation procedures will check the level of competence and understanding as it relates to this information.

COMPETENCY 2- To communicate in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

Specific terminology and vocabulary used with this subject matter is taught. This knowledge will enhance the students' ability to effectively communicate ideas and subject matter using appropriate writing and speaking skills for the subject material. This is a good opportunity for prospective teachers to develop linguistic competency in general and specifically in exercise science.

COMPETENCY 8- To integrate information and communications technologies (ICT) in the preparation and delivery of teaching and learning activities and for instructional management and professional development purposes.

In this theory course technologies including animation software, internet, WebCt, and computer presentation software are used to enhance the learning environment of the student. This technology is easy to use and is very accessible and applicable to the student for future use as teachers in the field. There are also many situations where this technology is not applicable to the learning situation and the students will have an opportunity to see examples of and recognize the advantages and limitations of using such technology in certain teaching situations. Other approaches that are more practical will also be used in the course and will help the student recognize the relative advantages and disadvantages of ICT with this course material.

COMPETENCY 12 To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

This course will address the importance of recognizing depression, anxiety and stress and learning the importance of working within ones professional boundaries and referring to appropriate allied health professionals when appropriate. In addition, we will participate in various exercises to explore different counseling styles. Students will take part in role playing exercises which will help optimize communication skills and professional behaviour.

ADDITIONAL STATEMENTS

The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.

As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or the [Office for Students with Disabilities](#).

Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many [resources](#) are available on-campus, off-campus, and online.

Please contact me by email luzia.hintze@mcgill.ca if you would like me to refer to you by a different name than the [name indicated](#) in your student record or to inform me of your preferred pronouns.