

# Course Syllabus Physical Activity and Public Health 2020

## EDKP 330

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<b>Office Hours:</b>	3-4PM Wednesday via ZOOM. Emails will be answered during this time period
<b>Lecture Time:</b>	Tuesday and Thursday 11:35AM -12:55 PM Lectures will be recorded for remote learning
<b>Place:</b>	<b>ZOOM</b>
<b>Text:</b>	Kohl HW, Murray TD, Salvo D.. (2020) Foundation of <u>Physical Activity and Public Health. 2<sup>nd</sup> Edition Champaign, IL: Human Kinetics (Available at Campus Bookstore)</u> Digital copies are available on-line. <u>Lecture slides, Lecture Notes, Research Papers, and Syllabus online on MyCourses.</u>

### 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.

<b>Grading:</b>	<u>%</u>
4 Assignments (5% each)	20
2 Quizzes will be administered throughout the semester	40
Comprehensive Final Exam in Exam Period	40

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.**

Dr. Andersen's presentations are all copy written. You are not authorized to sell or post to the internet any materials used in this class.

The course syllabus is a general plan for the course; deviations to the schedule may be necessary. *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 (see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information).* Students are reminded that cheating in any examination is considered a serious offence that could lead to expulsion from the University. Students are not permitted to have, in their possession; any unauthorized materials during an examination. Responses on examinations will be checked by the **Exam Security Computer Monitoring Program**. The program detects pairs of students with unusually similar answer patterns on multiple-choice examinations. Data generated by this program can be used as admissible evidence, either to initiate or corroborate an investigation or a charge of cheating under Section 16 of the Code of Student Conduct and Disciplinary Procedures.

### **Health and safety guidelines**

Please note that this format for the delivery of this course is unusual and must respect the guidelines of health and safety ([General health guidelines | Coronavirus information - McGill University](#)). It is explained by our current extraordinary circumstances, and aims to allow you, as students, to complete this term with the requisite knowledge for this course, and to succeed in your assessments. I ask for everyone's collaboration and cooperation in ensuring that these guidelines are respected. On August 6, the Government of Quebec announced the government directives for the start of the Fall term, including no distancing in classrooms. Based on this announcement and our previous planning, McGill developed directives, which are detailed on the University's Coronavirus website. Please note that these condition may change at anytime following new directives from the government or the University.

#### **DISTANCING**

The status of physical distancing is now:

- No distancing in classrooms,
- One metre in common areas, including shared research spaces, laboratories, offices, and other workplaces.
- Two metres required when eating or drinking, working out in fitness centres.

#### **MASKS**

Procedural masks **are required in all indoor spaces at McGill**, including classrooms.

However, Professor or presenters do not need to wear a mask if you are teaching and remain at least two metres away from others. When students are in class on campus, i.e., in person, they are required to wear masks.

#### **DAILY HEALTH CHECK FORM**

The daily health check form is still a requirement for all McGill staff before you come to campus. Students are strongly encourage to assess their health using the self-assessment found in [General health guidelines | Coronavirus information - McGill University](#)

#### CLASSROOM VENTILATION

- All centrally booked classrooms that are being used in the Fall 2021 term have been assessed to ensure ventilation follows the Government's COVID-19 guidelines.

#### VACCINATION

- Proof of vaccination is not required for students and instructors to engage in teaching activities on our campuses.
- McGill have been promoting vaccination to the members of our community, including through regular emails and a social media campaign, and will host a walk-in vaccination clinic on the downtown campus at the start of term.
- Information on vaccinations (booking appointments, registering vaccines received outside of Quebec, resources) can be found on the Get Vaccinated webpage.

## Physical Activity and Health Weekly Schedule: Fall 2021

<b>Days</b>	<b>Topic</b>	<b>Readings</b>
9/2	Intro to PA and Health	Introduction
9/7	Public Health & Homeless Youth	Chapter 1
9/9	Fundamentals of Kinesiology	Chapter 2
9/14	Integrating Public Health and Physical Activity	Chapter 3
9/16	Measuring Phys Activity	Chapter 4 Guest
9/21	Cardio Vascular Disease	Chapter 5
9/23-28	Cardiorespiratory and Metabolic Health	Chapter 5
9/30	Cancer	Chapter 8
10/5	Science of Sedentarism	Handouts
10/7	Obesity	Chapter 6
10/12	Study Break	
10/15 (FRIDAY)	MID TERM #1	
10/19-21	Obesity	
10/26	Health Risks of Exercise	Chapter 10
10-28	School Based Approaches	Chapter 11 and 12 Guest
11/2	Mental Health	Chapter 9 Guest
11/4-9	Musculo Skeletal Health	
11/11-16	Behavioral Approaches	Chapter 13
11/16	Brain Health	Chap 9
11/18	MID TERM 2	
11/23	Environmental Approaches	Chapter 14
11/25	Exercise and Pregnancy	Handout Guest
11/30 – 12/02	Determinants of Physical Activity/Interventions to increase Physical Activity	Chapter 15 and 16
	Final EXAM in EXAM PERIOD (Comprehensive Final)	

### Notes:

- Late submission of assignments or missing part of the assignment: penalty of 10% for each day (or part thereof) that the assignment is late. It is student's responsibility to verify that the assignments and related files were saved in My Courses. No substitution or additional work can be provided in replacement of missing assignment.

- 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.

### **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.