

Course Number/Name: Kines 4900-002

Instructor and email address: Andrea Stark a.stark@utah.edu

## **Core Course Information**

### **GOALS AND OBJECTIVES:**

KINES 4900 has been implemented to provide KINES students with the opportunity to become more culturally competent in promoting physical activity in diverse communities. This will be accomplished by having students:

1. Consider how personal identity, relative to social factors (such as race, age, gender, and class), influences personal physical activity choices.
2. Identify "environmental" barriers (i.e., culture, physical surroundings, economic constraints) to movement behaviors, which are specific to a given community.
3. Integrate theoretical physical activity program planning principles with practical considerations for physical and mental health issues facing underserved populations.
4. Engage in the process of problem solving and working collaboratively with community members as well as other exercise and sport science professionals.
5. Use the reflective process to foster the development of personal and professional cultural competence.
6. Become sensitive to messages about diversity-related topics and physical activity promotion as they appear in the lay media.

### **EXPECTATIONS FOR STUDENTS IN COURSE:**

#### **Course Policies and Expectations:**

1. Late assignments WILL NOT BE accepted. If a problem is anticipated, please contact the instructor ahead of time to discuss potential alternatives. It is your responsibility to ensure assignments are properly submitted according to assignment directions BEFORE the deadline.
2. It is **expected** that students entering KINES 4900 have the following: a) critical reading skills; b) reflective writing skills; c) the ability to work effectively in groups; d) source identification skills such as conducting library and/or online literature searches; and e) skills necessary to make qualitative assessments.

**3. Students must turn off cell phones and other electronics while in class, unless otherwise specified.**

4. A respectful environment will always be expected. Since group discussion is a large part of this class I want you to feel as though you can offer your opinions and ask questions. When doing so, do not interrupt or disrespect other students. Carrying on conversations while someone else is talking or attacking opinions that differ from your own will not be tolerated. Remember that everyone has something to contribute and share the time with each other. If a few people dominate the conversation, I may choose not to call on them to allow for others to speak up. I may also choose not to call on anyone who demonstrates a pattern of disrespect or anger.

5. You are a representative of our class, the HKR Department, and the University when you are at your site and interacting in the community. Please conduct yourselves in a way that reflects well on the program and the school.

### **EXAMS/MAJOR ASSIGNMENT PRELIMINARY SCHEDULE:**

First Aid/CPR Certification (req.) Due by 8/28

Site Participation (100 pts) ongoing

Class Participation (100 pts) ongoing

Reflective Logs (100 pts) weekly

Site Observation (25 pts) due by 10/5

Site Presentation (100 pts) TBD

Community Impact Project (75 pts) Due on 12/4

***Total Points = 500***

### **REQUIRED/RECOMMENDED COURSE MATERIALS:**

#### **Required Readings:**

Albom, M. (1997). *Tuesdays with Morrie*. NY: Doubleday & Anchor Books.

Websites and Assigned articles listed on syllabus—available on Canvas