

Louisiana State University, Department of Kinesiology
KIN 4501: Health Promoting Interventions in Communities

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COURSE GOAL

Upon successful completion of this course, students will have experience partnering with community agencies in planning and executing programs to increase physical activity.

SPECIFIC OBJECTIVES

Course content will facilitate students' abilities to:

1. Describe predictors of physical activity
2. Describe interventions that have been used to increase physical activity in community settings
3. Partner with community members to identify needs and design projects to address those needs.
4. Apply knowledge in community settings
5. Demonstrate an understanding of social barriers that limit access to physical activity

Welcome to KIN 4501. I am excited to have you in the class. This class is service-learning and is designed around providing opportunities for students, faculty, and community members to partner on projects that benefit the community by fulfilling identified community needs and that benefit faculty and students by providing opportunities for learning and applying knowledge. I anticipate that we will all learn a lot this semester.

Course Policies

Failure to adhere to course policies may result in a reduction in your course grade or you may be asked to drop the class.

1. It is expected that all students participating in KIN 4501 abide by all University policies and rules while participating in course-related activities. Students found in violation of University policy will be referred to the Dean of Students.
2. Academic Integrity: Because this course involves working with community members and may involve research, it is extremely important that the highest standards of integrity are maintained. Not only does a violation of research/academic integrity ethics have consequences for you as a student, but it may have a negative impact on LSU's reputation. LSU policies regarding academic misconduct can be found online at: [http://appl003.lsu.edu/slas/dos.nsf/\\$Content/Code+of+Conduct](http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct). It is the students' responsibility to be familiar with this policy. Each student is expected to do his or her own work for all course assignments. Any student suspected of cheating, plagiarizing a written assignment, falsifying a course requirement, or engaging in any other act of academic misconduct will be reported to the Dean of Students.
3. Individuals with Disabilities: Accommodations will be made for individuals with disabilities. If you have a disability, please contact me as soon as possible so we can develop an appropriate plan to enable you to succeed. Documentation of the disability from the Office of Services for Students with Disabilities is required.

4. Professional Standards

Dress: This course involves interacting with participants, faculty, and other students. Appropriate dress varies depending on the tasks you are doing and the individuals with whom you are interacting. In our offices/labs, we generally dress fairly casually – you will see professors and graduate students wearing everything from jeans and t-shirts or workout clothes to suits- and the same clothing choices are fine for you. When interacting with community members or research participants, appropriate clothing will depend on the type of participant, the type of activity, and the setting. Feel free to ask if you are unsure what would be appropriate. In general, please adhere to the following guidelines:

- a. Undergarments should not be visible
- b. Clothing should not have tears or be dirty
- c. T-shirts should not have logos that advertise alcohol, cigarettes, junk food, or that may be construed as having sexual innuendos or expressing derogatory views of individuals or groups of people.
- d. Clothing should not be excessively tight or revealing

Conduct: While you are participating in class activities, remember that you are representing LSU. In addition, if you are late, programs may not occur. Please ensure that you are on time for events you have committed to and that you represent LSU in a professional manner.

Grading:

STUDENT EVALUATION CRITERIA

	Undergraduate	Graduate
Discussion Participation	100 pts	100 pts
Collaboration with Community Partner	700 pts	700 pts
Reflection Journal	100 pts	100 pts
Final Presentation	100 pts	100 pts
Literature Review	0 pts	300 pts
TOTAL	1000 pts	1300 pts

Graduate Credit

To earn graduate credit for this course, you will complete an additional literature review. The topic will be related to the course (e.g. built environment predictors of PA, poverty and PA, community resources and PA) and the paper will be 5-10 pages in length. During the first week of the semester, your topic must be approved by the instructor (can be done via email).

Grading Scale Undergraduate

A = 900+ pts; **B** = 800-899.9 pts; **C** = 700-799.9 pts; **D** = 600-699.9 pts; **F** = less than 600 pts

Grading Scale Graduate

A = 1170+ pts; **B** = 1040-1170 pts; **C** = 910-1040 pts; **D** = 780-910 pts; **F** = less than 780 pts

ASSIGNMENT DESCRIPTIONS

Participation

The purpose of this assignment is to encourage you to come to class prepared to discuss the topic. You will receive a percentage score each time we meet and your scores will be averaged

to determine your grade for this portion of the class. Participation points will be based on the degree to which your contributions to the class discussion evidence thoughtful reading of the assigned papers, consideration of the topics, and reflection regarding your project.

Collaboration with Community Partner

This is the primary focus of the course. You will partner with a community organization to use your expertise to address an identified need. In collaboration with the community partner, the course instructor, and other students, you will select a project that reflects the needs of the community and the skills that you have and would like to develop. A contract detailing the scope and expectations of the project will be signed by you, the community partner, and the course instructor.

You will spend the semester completing this project. Components might include: hours spent providing services, or documents or other materials (grant proposals, program evaluations, implementation plans, archives).

In all cases, the projects will be designed so that you will spend significant time interacting with the community members with whom you are partnering. You will keep a log of your hours. Any time you meet with a community partner, you will have him/her sign your time sheet.

Evaluations for this section may come from several sources and will be detailed in the individual contracts. Components may include:

- 1) An evaluation completed by the community partner
- 2) Peer evaluations from other students working on the same project
- 3) An evaluation of any deliverables (e.g. a completed grant proposal)
- 4) Other evidence of community engagement (e.g. hours completed)

Time Sheet: You will create a google docs spreadsheet that you will share with the course instructor where you will keep track of the tasks and the hours you spend in the spread sheet.

Unless you propose and the instructor approves an alternate project, students in this course will partner with BREC to plan and implement the Playground KIDZ afterschool program. This is a free program located at parks in low-income areas of Baton Rouge and consists of a combination of homework help and organized physical activity. As a class, you will plan and staff the program.

If you have an alternate project you would like to do, please contact the instructor. The project must fulfill a need identified by the community, and provide an opportunity for you to learn and develop skills.

Reflection Assignments

You will complete 3 reflection assignments over the course of the semester using the following format: (based on an assignment developed by Edward Zlotkowski, Bentley College)

Section 1: A description of what you have done since the beginning of the semester or since your last reflection assignment. This is an objective description where you will simply state the activities you have participated in. You will record your reactions and opinions later in the assignment. This section is purely descriptive.

Section 2: Your personal response to the experiences including feelings, thoughts, and judgments. In this section, reflect on what you have learned, what aspects of the experiences

were easy for you to deal with, what aspects were difficult, what skills or knowledge you have used or gained, how you have you changed or will you change as a result of your experiences, what impact you think you had on the people with whom you interacted and any other thoughts you have.

Section 3: A discussion relating your experiences to the concepts from class (including speakers, discussions, or readings) or other classes. In this section, rather than discussing what you did or your response to your experience, you will focus on how your experience fits with what we have been learning in class and how the broad concepts from class could be applied to the context in which you are partnering.

Final Presentation

Our final meeting of the semester will be an opportunity for students to share their accomplishments over the semester with the class, the community partners, and other stakeholders. Depending on the project, this may be an individual or group presentation. You will determine the format in consultation with the instructor.