

UNIVERSITY OF NORTHERN COLORADO
COLLEGE OF NATURAL AND HEALTH SCIENCES
School of Sport and Exercise Science

Course Number and Prefix: SES647 – School Physical Activity Policy, Advocacy, and Leadership
Banner Title (Credits): SCH PA POL ADV LDSP (3 credits)
Spring 2018

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Course Description:

This course explores current perspectives and trends in policy, advocacy, and leadership development that influence the implementation of successful comprehensive school physical activity programs.

Course Purpose: The purpose of this course is to explore current perspectives and trends in policy, advocacy, and leadership development that influence the implementation of successful comprehensive school physical activity programs. Given that the school is strategically positioned to provide young people with opportunities for physical activity participation, it is essential that school-based personnel are able to enact policy recommendations, can be strong advocates and possess important leadership skills. Course activities will be designed specifically around the following topics: CSPAP policies and perspectives, policy analysis frameworks, coalition building, advocacy tools and leadership skills.

Course Objectives:

1. Upon completion of this course, students will be able to competently: Describe and communicate the policy processes associated with comprehensive school physical activity programming.
2. Discern the necessary partners, advocacy strategies, and leadership qualities that contribute to successful comprehensive school physical activity programming.
3. Critically examine and evaluate current school policies related to comprehensive school physical activity programming.
4. Conceptualize and formulate a marketing plan that builds partnerships and sustainability of a newly implemented school physical activity initiative.
5. Prepare and deliver a persuasive public presentation related to the benefits of physical activity.

National Standards/Recommendations for Physical Education Teacher Education, School Physical Activity, and Physical Activity Practitioners:

This course meets the following 2008 Standards for Physical Education Teacher Education (NASPE, 2009):

- Standard 3 Planning and Implementation (3.1)
- Standard 6: Professionalism (6.1, 6.2, 6.3, 6.4)

The course addresses the 2013 Recommendations for School Physical Activity Programs (IOM, 2013):

- Recommendation 1: Taking a Whole-of-School Approach
- Recommendation 2: Considering Physical Activity in All School-Related Policy Decisions
- Recommendation 4: Monitoring Physical Education and Opportunities for Physical Activity in Schools
- Recommendation 5: Providing Preservice Training and Professional Development for Teachers

This course addresses competency areas set forth by the National Society of Physical Activity Practitioners in Public Health (ACSM, 2013)

- Competency 1: Partnerships (1.1, 1.2)
- Competency 2: Data and Scientific Information (2.1, 2.2, 2.3, 2.6)
- Competency 3: Planning and Evaluating (3.1, 3.4, 3.5, 3.7, 3.8)
- Competency 4: Intervention (4.1, 4.2, 4.3, 4.5, 4.6)

- Competency 5: Organizational Structure (5.2, 5.4, 5.5)

Required Text and/or Reading List:

Required weekly readings are listed in the course outline; complete references provided in appended reading list

Student Expectations/Course Policies:

Although we do our utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a self-motivated, responsible, and active learner. In an effort to guide the goal of responsibility, motivation and participation, we offer the following as class operating guidelines:

1. **Participate with effort.** This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during lectures, discussions, and group work as well as producing graduate level work. Do what you have to do to be ready.
 - While discussion board posts are not graded – they are the responsibility of the student as a course requirement – therefore students who fail to contribute will be penalized with a 5% deduction per missed/late contribution.
2. **Take initiative for yourself.** Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part will be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. (It is OK not to know, but it not OK to continue not knowing.) It also means doing reading and work outside of class. For this class, reading beyond the assignment is necessary to achieve markedly superior work.
3. **Help others.** The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized

UNC's Policies - UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link

<http://www.unco.edu/dos/handbook/index.html>

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

Honor Code. All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

NOTES

- You are responsible for all tasks and for being prepared for class activities.
- The instructor reserves the right to penalize late work, and refuse to accept late work.
- UNC's policies and recommendations for students' rights and responsibilities will be followed.

Course Requirements and Method of Evaluation

- Module Worksheets:** 100 points (20%)
For each module unit, students will be asked to complete worksheets intended as an opportunity to demonstrate students' understanding and ability to apply and critically reflect on the course material. Worksheets will be based on the class readings, discussions and applied exercises. Four worksheets will be completed – each worth 25 points or 5% of course grade.
- CSPAP Policy Evaluation:** 100 points (20%)
One integrative theme throughout the MATPE_PAL program is for students to develop, implement, and evaluate a new physical activity initiative beyond physical education class. In this assignment, students will evaluate the CSPAP policies at their school related to this initiative using an analysis framework discussed in class. Students will submit a written version of this report (Word format) to be circulated to classmates for discussion, comments and suggestions for future implementation.
- CSPAP Marketing Plan:** 100 points (20%)
Students will produce a marketing plan for their PA initiative. This plan should be generated with the CSPAP committee to become a roadmap for improving the reach, partnerships, brand, and financial stability of the PA initiative. At least one professional promotional material should be included.
- Midterm Exam:** 100 points (20%)
Each student will be assessed on their understanding of the course content until approximately the midpoint of the semester. The exam will consist of questions drawn from the course readings/presentations, discussions and module worksheets. A variety of question formats may be used to maximize the students' ability to effectively demonstrate their understanding of the course content.
- Professional Presentation:** 100 points (20%)
Professional presentation: students will prepare a presentation that provides information on the benefits of physical activity (in general or in a school setting). This presentation should be viewed as something that could be used by others to advocate for school-based CSPAPs. The presentation should be prepared in a format that can easily be shared electronically (with narrative) or can be presented as a video of an actual presentation given to stakeholders (e.g., parent group, school board, etc.)

TOTAL 500 points (100%)

Grading Scale

90% or above	= 450-500 points	= A
80-89.99%	= 400-449 points	= B
70-79.99%	= 350-399 points	= C
60-69.99%	= 300-349 points	= D
59.99% or below	= less than 299 points	= F

Topical Outline of Course Content:

Module Units	Week	SubTopics	Readings & Exercises in Course Packet
Welcome	1	National PA plan US Report Card on PA for children and youth	Katzmarzyk & Pate, 2014
CSPAP policies & perspectives	2	By Scale - National, regional/state, local CSPAP policy continuum Politicking	IOM, 2013; SHPPS, 2012
		Multiple streams framework Stages of policy process	
Policy analysis frameworks	3	Community action model RE-AIM framework Health impact assessment	Bors et al., 2009 King et al., 2010 Dannenberg et al., 2008
		Evaluation & surveillance	Lounsberry & McKenzie, 2014 (PASS)
		Dissemination & communication PA Policy Research Network	http://paprn.wustl.edu/
	4	Mid-term Examination	
Coalition building	5	Building partnership & coalitions Establishing CSPAP committee	Johnson et al., 2007; Spoth et al., 2004
		Professional networking– local, regional, national	
Advocacy tools	6	Strategies for school PA advocacy	http://www.shapeamerica.org/advocacy/policy.cfm http://activelivingresearch.org/active-living-topics
		Social marketing & branding	Infograph- http://activelivingresearch.org/blog?field_blog_type_tid=Infographic
		Fundraising	
Leadership skills	7 -8	Individuals as leaders	
		Team leadership Meta-volition model	Yancey, 2009
		Community leadership	

*Additional readings can/will be added within the module content as appropriate

References

- Johnson, K, Hays, C, Center, H, Daley, C, 2007. Building capacity and sustainable prevention innovations: a sustainability planning model. *Evaluation and Program Planning*. 27, 135-149
- Katzmarzyk, P., Pate, R., (Sept 2014). [U.S. Report Card on Physical Activity of Children, Youth \[Webinar\]](#). Human Kinetics.
- Spoth, R, Greenberg, M, Bierman, K, Redmond, C, 2004. PROSPER community-university partnership model for public education systems: capacity-building for evidence-based, competence-building prevention. *Prev Sci*. 5, 31-39.
- Yancey, A. K. (2009). The meta-volition model: Organizational leadership is the key ingredient in getting society moving, literally! *Preventive Medicine*, 49, 342-351.
- Lounsberry, M., & McKenzie, T. (2014). Physical activity school score (PASS). San Diego, CA: Active Living Research. Retrieved from: <http://activelivingresearch.org/physical-activity-school-score-pass>
- Bors, P., Dessauer, M., Bell, R., Wilkerson, R., Lee, J., & Strunk, S. L. (2009). The Active Living by Design national program: community initiatives and lessons learned. *American journal of preventive medicine*, 37(6), S313-S321.
- Dannenberg, A. L., Bhatia, R., Cole, B. L., Heaton, S. K., Feldman, J. D., & Rutt, C. D. (2008). Use of health impact assessment in the US: 27 case studies, 1999–2007. *American journal of preventive medicine*, 34(3), 241-256.
- King, D. K., Glasgow, R. E., & Leeman-Castillo, B. (2010). Reaiming RE-AIM: using the model to plan, implement, and evaluate the effects of environmental change approaches to enhancing population health. *American Journal of Public Health*, 100(11), 2076-2084.
- IOM, 2013; CSPAP Definition <http://thrivingschools.kaiserpermanente.org/wp-content/uploads/2015/06/CSPAP-Content-Promotion-Summary-06-23-15-USA-Distribution-FINAL.pdf>
- SHPPS, 2012; School Health Policies and Practices Study. <https://www.cdc.gov/healthyyouth/data/shpps/index.htm>
- Physical Activity Policy Research Network (PAPRN) <http://paprn.wustl.edu/>