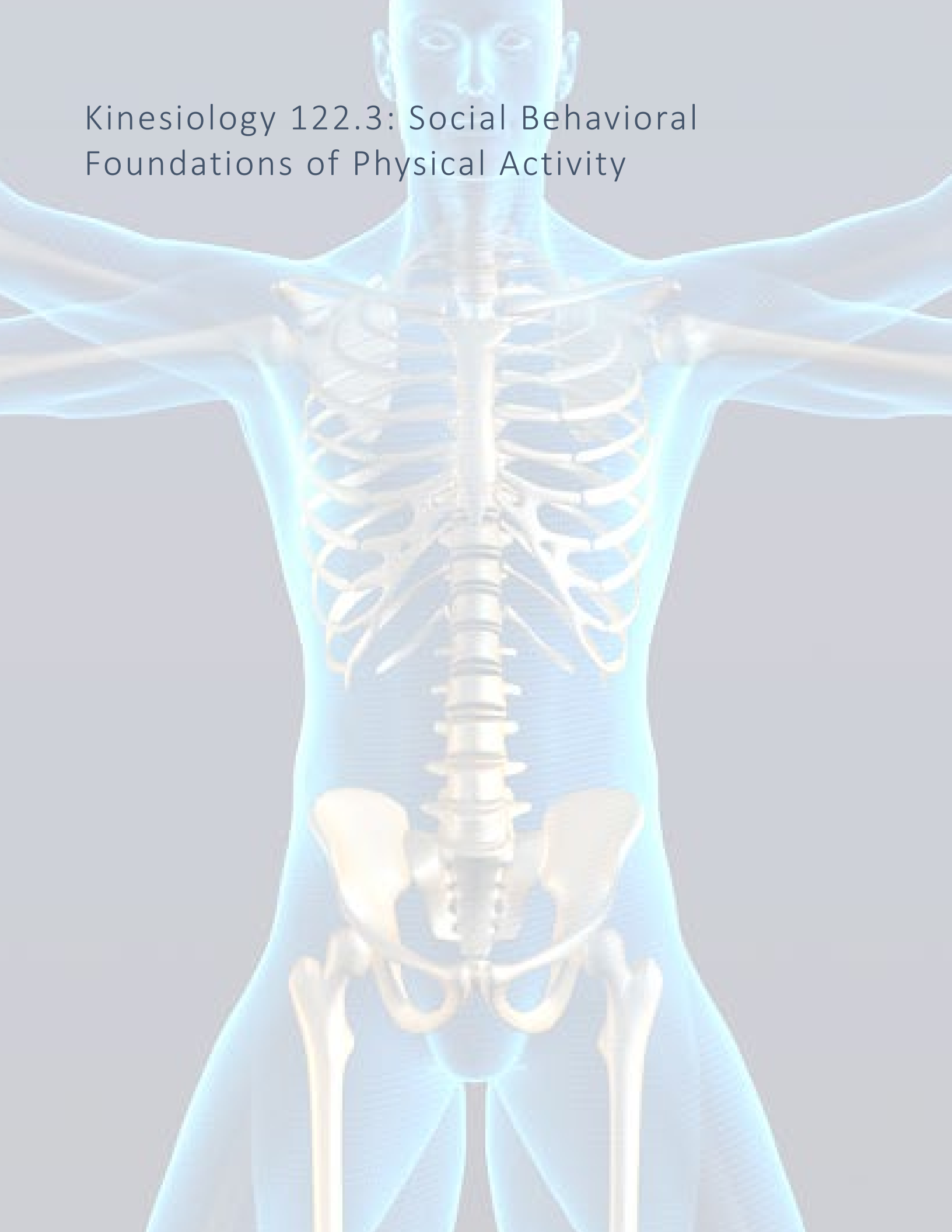


Kinesiology 122.3: Social Behavioral  
Foundations of Physical Activity



## Instructor

Shaunda Arsenie MPT, BSc.  
Kin

*"As we gather here today, we acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another."*

## Email

Shaunda.arsenie@usask.ca

## Office Hours

By Appointment

## A Bit About the Instructor

I was born in Melfort Sk and raised in Saskatoon. I completed undergrad in Kinesiology and Masters of Physical Therapy at U of S with a year as an exchange student at UQ in Brisbane, Australia. I am a lecturer and clinical instructor for MPT program and physical therapist at Amplify Rehab and Performance with a special focus on dancers and aesthetic athletes. My love of Ukrainian Dance is what lead to my studies in Kinesiology and later, Physical Therapy.

## Course Overview

Welcome to Kin 122! So what's the difference between Kin 121 and 122? They couldn't be more different! Kin 121 focuses on the functional side of human movement, while Kin 122 focuses on the socio-cultural and behavioural aspects of human movement. Kin 122 is a fairly eclectic class with a variety of lecture topics ranging from ethics to motor control. So if one topic is not your forte, just wait for the next!

My role as your instructor is to facilitate the learning experience and your academic success. Although I can foster the process, learning is ultimately your own responsibility. Please make an effort to be physically and mentally present in class and ready to listen and participate (cell phones and laptops used for lecture / academic purposes only!). If you require additional assistance with the material, or any aspect of the course, please do not hesitate to ask.

## Course Description

Introduction to the basic concepts and topics associated with the behavioural aspects of physical activity. The focus is basic principles of motor learning and the social psychology of sport. A brief introduction to cultural aspects of physical activity in Canada is also presented along with current issues.

## Course Materials

1. **No Required Text for this course.** Applicable course readings will be posted on Canvas
2. **Course Notes:** Course notes/diagrams will be posted on Canvas If you are not using a PC it is recommended that you print off these notes before each class. To enhance learning, it is also recommended that you read the notes prior to class.

## Learning Outcomes

By the end of Kin 122, students should be able to:

1. Apply basic concepts associated with psycho-social aspects of sport and physical activity, including: research, ethics, physical activity and public health, social psychology, mental training and motor learning/control.
2. Evaluate and discuss psycho-social topics in Kinesiology
3. Develop independent learning, critical thinking and research skills

## Class Format

Kin 122 class format will consist of in-person lectures, case studies, student participation and group discussion

- If class needs to be moved online for any reason (instructor illness, inclement weather) you will be notified via Canvas

## Evaluation Procedures

Type	Percentage	Date(s)
Midterm Exams	30%	February 12
Case Studies	10% (5 x 2% each)	
Small Group Project	20%	March 25
Final Exam	40 %	TBA (April 6- 30)

## Class Schedule

Week	Date	Topics	Readings	Assignments
1	January 8	Intro to the Course Research		
2	January 15	Ethics	Creswell Research Design Can. Medical Assoc Code of Ethics	CASE STUDY 1
3	January 22	Physical Inactivity- Guidelines Physical Inactivity- Costs	ParticipACTION Report Card, CSEP	CASE STUDY 2
4	January 29	Addressing Physical Activity/ Physical Inactivity Prevention Paradox Physical Activity Messaging		Group Submitted CASE STUDY 3
5	February 5	Social Psychology- Foundations Social Psychology- Influence REVIEW		
6	February 12	MIDTERM Motivation		MIDTERM
7	February 19	MIDTERM BREAK- NO CLASS		NO CLASS
8	February 26	Personality and Performance Anxiety		CASE STUDY 4

Week	Date	Topics	Readings	Assignments
				Project Demographic Due
9	March 4	Mental Training Motor Control Info Processing Project Working Day		
10	March 11	Motor Learning- Classification Motor Skills-Measurement		CASE STUDY 5
11	March 18	Motor Learning Movement Intelligence Project Working Day		
12	March 25	Motor Learning- Practice Motor Learning- Feedback		Small Group Project Due
13	April 1	REVIEW		
	TBD (Dec 9 – Dec 23)	FINAL EXAMINATION		

## Exams

The mid-term exam and final exam will consist of multiple-choice questions and short answer questions. The final exam will be cumulative in nature; however, it will be weighted more heavily on material after the midterm.

Missing a mid-term exam due to illness or other legitimate reasons should be reported to the instructor prior to the exam. If there is no contact with the instructor prior to the mid-term exam or within 48hrs following the mid-term exam, a grade of “0” may be assigned for missing the mid-term exam. If a student is unable to write an exam through no fault of his or her own, students must fill out a declaration of absence form

<https://students.usask.ca/documents/registrarial/declaration-of-absence.pdf>

Final examinations may be scheduled at any time during the examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given at the discretion of the instructor. Any medical excuse must be supported by a specific letter stating the student was unable to attend that exam (with date of exam) for medical reasons. General notes stating the student was “seen at a clinic” will not be accepted.

### **Deferred Examinations:**

A student who is absent from a final examination through no fault of his or her own, for medical or other valid reasons, may apply to the college in which they are registered. Such an application must be made within the time allocated by the college in which the student is enrolled along with documentary evidence. Deferred exams are written during U of S deferred exam schedule, see calendar. Students are encouraged to review all examination policies and procedures: <http://www.usask.ca/calendar/exams&grades/examregs/>

***Students are encouraged to review all examination policies and procedures:***

***<http://students.usask.ca/academics/exams.php>***

### **Case Studies**

As part of KIN 122, all students will complete five Case Study Group Assignments worth 5% of their final grade (2% each). The purpose of the Case Study Assignments is for students to reflect on and apply specific course content. Each Case Study Group Assignment will be completed during class time. Further details will be provided in class for each assignment. These assignments will be assessed primarily for depth of reflection and writing quality. If you miss any of the case study classes, in order to submit a case study assignment late (a) it should be submitted within one week of the assigned due date AND (b) I should be notified of your absence, in writing, in advance of the missed class (otherwise a grade of 0 may be given on the case study assignment). Assignments should be submitted via Canvas.

### **Small Group Project- Health Promotion Initiative**

The research project will culminate in a written report. The theme of the research paper/report will be around the health initiative of increasing physical activity levels as well as a secondary health promotion initiative of

your choice. Groups will research a demographic population of their choice. Research findings should act to justify the chosen subgroup. Subsequently, students will develop a health promotion initiative to combat physical inactivity and the secondary health concern that they have identified as applicable to the chosen demographic.

To be completed in groups of 4 students. If you have another person you would like to work with (i.e. you are a group of 2) OR if you have already assembled a group of 4 (NOT 3) by Monday, January 29th, one person from the group can email me the group names (first and last). The instructor will facilitate groups from there as needed (placing pairs together or assembling groups of 4). The instructor will take no responsibility for how the group works together or for the academic abilities of individuals within the group. The group will submit one assignment with all group members identified on the cover page (alphabetized by last name). Each group member will receive the same base mark; however, the final project mark will be adjusted based on a peer participation evaluation that each member will complete for themselves as well as all group members.

Please see the assignment guidelines as posted in Canvas for more details. The Health Promotion Initiative Assignment is due by 11:59 pm on Monday, March 25<sup>th</sup>, 2024.

## Diversity and Inclusion Statement: College of Kinesiology

In this course, I intend to present information from an objective perspective; however, many of the resources have been built from voices of privilege and may be inherently subjective. I acknowledge that even though the material in this course is primarily of a scientific nature, it is possible that there may be overt and covert biases in the material due to the lens with which it was written.

I hope to create a learning environment that supports diversity of thought, perspectives, and experiences. I would also like to honour your identity and ensure you feel safe and respected in this classroom. To this effect, I need your help. Please let me know if you have a name or set of pronouns that you would like us to use when communicating with you. If you would prefer to speak to someone outside of this course, our Associate Dean Academic, Professor Alison Oates ([alison.oates@usask.ca](mailto:alison.oates@usask.ca)) is a great resource.

We are all in this journey of growth together. Please let me know about any class-related experiences that made you feel unsafe or uncomfortable. As a fellow student, honour the diversity of your peers. I look forward to a positive, supportive learning experience for us all.

## Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

### **Prepare for Integrity**

**Students are expected to act with academic integrity.**

Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>).

Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

## Responses to Misconduct

Students are expected to be familiar with the academic misconduct regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About>).

Definitions appear in Section II of the academic misconduct regulations.

The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.

Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.

Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the [Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](#)

## Copyright and the Student

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copy- right Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php>. For example, posting others' copyright-protected materials on the internet (i.e. posted class notes etc.) is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder (i.e. instructor).**

For more information about copyright, please visit: <http://www.usask.ca/copyright/students/rights/index.php>, or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306- 966-8817."

## COVID-19

During this transition term it is important that we undertake in-person elements of this class safely. In order to do this the university has developed a set of expectations and safety protocols that all students must adhere to if they are to engage in in-person activity.



## Throughout the term:

- **Protect the pack:** Right now, the impact of student choices and activities when not on campus cannot be separated from time spent on campus. In order to “protect the pack”, the university is asking all students who are doing in-person work to be mindful and do whatever possible to lower the risk that you will contract COVID-19 and bring it onto campus.
- **Know what is required and expected of you:** One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created a [webpage](https://covid19.usask.ca/about/safety.php#Expectations) where all up-to-date information around returning to campus is listed. **You are responsible** for **regularly** checking the health and safety guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the fall term.
- **Follow all guidance:** Students are expected to follow all guidance provided by the University’s Pandemic Recovery/Response Team (PRT), College/Department, professors, lab instructors, TAs, and any other staff member involved in the in-person academic program activities (e.g., Protective Services, Safety Resources).
- **Key channels of communication:** If there is a need for the class to pause meeting in-person for a period of time you will be notified. If this occurs, you will be provided with detailed information on what you will need to do in place of the in-person class sessions (e.g., read content posted in Canvas, complete learning activities in Canvas). If such an event occurs students will be notified via Canvas.

If you have tested positive for COVID-19 or have been informed that you are a close contact, as per U of S policies, please contact me via email ([Shaunda.Arsenie@usask.ca](mailto:Shaunda.Arsenie@usask.ca)) ASAP. Be assured, your personal information will not be shared with the class.

## How to Report Issues

Questions about the course should be directed to your instructors.

Technical issues with Canvas should be reported to [itsupport@usask.ca](mailto:itsupport@usask.ca)

To reduce delays, please include the following when reporting an issue:

- Who is affected by this? Provide NSIDs of the instructor or student with the problem. A gmail account does not help us determine who you are. Also provide a phone number and a time when we can call in case we have to connect to your computer to see the problem happening
- What course is having the problem?
- When did the problem happen?
- How do we reproduce the problem? Be specific in regard to which test/lab etc. List step by step of how you get to where you had the problem
- Can you provide a screen shot of the problem?

## Student Supports

### Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadline. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

### Academic Support for Students

Visit the [Learning Hub](#) to learn how the University Library supports undergraduate and graduate students. Attend online or in-person workshops, review online resources or book 1-1 appointments for help with:

- First year experience
- Research
- Study strategies and skills
- Writing
- Math and Statistics

Enrolled in an online course? Explore these resources: [Online Learning Readiness Tutorial](#) and [Netiquette Guide](#).

## Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website

<http://students.usask.ca>.

## Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

## Aboriginal Students' Centre

The Aboriginal Students' Centre (ASC) is dedicated to supporting Indigenous student academic and personal success. The ASC offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The ASC is in the Gordon Oakes Red Bear Students Centre, which is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's Facebook page <https://www.facebook.com/aboriginalstudentscentre/>

## International Student and Study Abroad Centre

The international Student and Study Abroad Center (ISSAC) supports students' success and facilitates international education experiences a USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Visit <https://students.usask.ca/international/issac.php> for more information.

## College of Kinesiology Student Supports

Students registered in the College of Kinesiology have access to a variety of supports from the members of the Kinesiology Academic Team (KAT). Whether you are looking for academic advising, tutoring, mental health support, or sport-life balance, we have qualified professionals in our College dedicated to you.

For more info: <https://kinesiology.usask.ca/students/undergraduate-students/support.php>

## Other Acknowledgements

Thank you to Shannon Forrester and Kent Kowalski for their contributions to this class!