Syllabus PRT 595
“Active Recreation and Community Health” (Revised 1/7/14)

Instructor:
Karla A. Henderson
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Office phone: 919-513-0352
Office hours: Scheduled via email if needed

Course Time:
Tuesdays 7:30 pm – 9pm January 7, 14, 21, 28, February 4, 11, 18 (7 synchronous meetings)

Course Description:
This course examines active recreation in communities. The basis for the course is the social ecological framework with its thesis that individual, social, community, environmental, and policy factors must all be considered in promoting health. The content of the course will be addressed through readings using applied research, instructor and guest lectures, written assignments, and discussion boards. The goal of the course is to enable students to have a concrete plan for how to promote active recreation in the communities in which they live and/or work.

Course Expectations:
I assume that you have a personal and professional commitment to promoting active recreation and health in communities. I assume that you possess above average reading and writing skills or you would not be in graduate school. I also assume that you are adults and wish to be treated in that way. Therefore, this class is where each of us has a responsibility for the course conduct. I expect you to ask questions and to participate in the class.

To be successful in this online course, you must be willing to allocate sufficient time to access course materials, participate in online classes and discussion groups, and complete all of the assignments. Similar to traditional classroom courses, you will interact with the content, me, and your classmates on a weekly basis through course assignments, asynchronous discussions, and synchronous meetings as indicated in this syllabus. During the course, you should plan on scheduling 10 to 12 hours per week to devote to the class meetings, discussions, readings, and assignments.
I expect you to attend **ALL** synchronous class meetings, be on time, and come prepared to participate. The synchronous classes will be on Tuesday nights from 7:30pm – 9:00pm EDT and will be facilitated through Collaborate. Although you should never plan to miss class, please notify me of your intended absence in advance. Any absences may be excused at my discretion. I reserve the right to assign a failing grade to any student who misses more than two synchronous classes.

Course assignments are to be submitted on the day, at the time, and by the method required. I will allow one hour as a grace period but after that time, a point will be subtracted from your grade for every 8 hours that the assignment is late. Please plan ahead as each assignment is due at noon on a Sunday. In special circumstances after discussing with me, assignments may be submitted late and still receive full-credit. I expect you to work hard in preparation for class and in undertaking your assignments. No incompletes will be given for this course without prior agreement.

I anticipate that we will challenge each other to think critically, express ourselves effectively, experiment with new ideas, respect and listen to everyone’s ideas, and focus on a positive and encouraging learning environment. Hopefully we will have a little fun along the way. I am looking forward to getting to know each of you and to sharing in this learning process.

An open GENERAL discussion board will be available for all to use throughout the course. I encourage you to go to this discussion board several times a week. Any questions of a general nature about assignments should be posted here. If you have a question, others may have the same question.

I will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. All email messages from the instructor will be sent to the student’s NCSU email address. Please use the general discussion forum for questions regarding the assignments. If you have a personal question or issue, please address it to my email address: karla_henderson@ncsu.edu

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**Course Objectives:**

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Learning Outcomes</th>
<th>Method of evaluation</th>
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<tbody>
<tr>
<td>Assess one’s own as well as others’ capacities, enablers, and constraints to being physically active.</td>
<td>Content Knowledge Affective Knowledge</td>
<td>Discussion Forum #1 Time Diary Assignment Disparities Assignment</td>
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<tr>
<td>Apply the social ecological framework to understanding active recreation and health in communities.</td>
<td>Content Knowledge Critical Thinking</td>
<td>Class Discussions Logic Model Paper Logic Model Presentation</td>
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<td>Explain the contributions recreation agencies/organizations make to health as part of the community health care system.</td>
<td>Content Knowledge</td>
<td>Discussion Forum #2</td>
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<tr>
<td>Critical Thinking</td>
<td>Logic Model Paper</td>
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<td>Logic Model Presentation</td>
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<tr>
<td>Articulate the importance of outdoor spaces for active recreation in communities.</td>
<td>Content Knowledge</td>
<td>Class Discussions</td>
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<td>Discussion Forum #2</td>
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<td>Cognitive Knowledge</td>
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<td></td>
<td>Critical Thinking</td>
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<td>Identify the health disparities that may exist in communities and how these disparities can be addressed</td>
<td>Cognitive Knowledge</td>
<td>Disparities Assignment</td>
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<td>Critical Thinking</td>
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<tr>
<td>Identify community environments/resources relative to their contributions to promoting active living</td>
<td>Cognitive Knowledge</td>
<td>Activity/Park Assessment Assignment</td>
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<tr>
<td>Delineate the contributions and resources from community health partners that can help promote active recreation in communities.</td>
<td>Content Knowledge</td>
<td>Discussion #2</td>
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<td>Application of material</td>
<td>Logic Model Paper</td>
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<td>Critical Thinking</td>
<td>Logic Model Presentation</td>
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<td>Presentation Skills</td>
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<tr>
<td>Design strategies to promote active recreation in communities using a logic model.</td>
<td>Critical Thinking</td>
<td>Discussion Forum #3</td>
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<td>Application of material</td>
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**Textbook:**


**Readings Posted on Moodle:**


**Assignments:**
Assignments related to the learning discussion are noted above. The point values are listed in this table.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>General Description</th>
<th>Due Date</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion Board Forums</td>
<td>3 web discussions @ 5 points/discussion</td>
<td>(NOON) January 14 (T) February 4 (T) February 21 (F)</td>
<td>15 points</td>
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<tr>
<td>Time Diary</td>
<td>Data summary sheet plus 2-page written reflection</td>
<td>January 19 (Sunday noon)</td>
<td>20 points</td>
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<td>Activity/Park Assessment</td>
<td>3-page paper plus data summary</td>
<td>January 26 (Sunday noon)</td>
<td>20 points</td>
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<td>Community Disparities Assessment</td>
<td>3-page paper identifying disparities for a particular group</td>
<td>February 91 (Sunday noon)</td>
<td>20 points</td>
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<tr>
<td>Final Project-Logic Model</td>
<td>Logic Model plus 2-page summary</td>
<td>February 16 (Sunday noon)</td>
<td>25 points (5 for Presentation) 20 for paper</td>
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<td>In-class presentation (5)</td>
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<td>TOTAL</td>
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<td>100 points</td>
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Course Evaluation and Criteria:
Each of the written assignments will be graded using a rubric that will be available to the student.

The following distributions will be used to calculate final grades: A+ (99-100%), A (94-98%), A- (91-93%), B+ (89-90%), B (83-88%), B- (81-82%), C+ (79-80%), C (73-78%), C- (71 and below). I encourage you not to focus on points or the letter grade but on doing your BEST in all your work and striving to improve over the course of the semester.

Discussion Forums:
A series of 3 short (200-300 word) structured discussion questions will be designed to facilitate interactions about a particular topic. Access to the Discussion Board forums is through Moodle. These forums are designed for you to react and interact regarding a specific issue or question related to the week’s topic. The purpose of a threaded discussion is to expand your knowledge through the classes’ collective comments. Participation will be graded on the quality of postings, the use of any outside resources, sharing knowledge from agencies/organizations, and contributions to new knowledge.

Tips for Discussions:
Posting messages should be SUBSTANTIVELY – helping the discussion move forward. There are a variety of ways to do that:

- Providing concrete examples, perhaps from your own experiences
- Describing possible consequences or implications
- Challenging something that has been posted in the discussion – perhaps by playing “devil’s advocate.”
- Posing a clarifying question
- Suggesting a different perspective or interpretation
- Pulling in related information from other sources – books, articles, websites, (HINT: I will view this positively! Be sure to properly reference).

Time Diary:
You will track your time use for 4 days (2 weekdays and 2 weekend days). A form (with examples) will be provided for you to indicate in blocks what you were doing, who you were with, where you were, whether you considered the activity work or leisure, whether it involved moderate or vigorous physical activity, and any constraints associated with participation. You
will then write a 2-page reflection paper about what you observed about your behavior related to physical activity and what you identified as leisure. (See Time Diary details and evaluation rubric)

**Activity/Parks Assessment:**
You will go to a space (e.g., inside or outside) where people are likely to be physically active OR will select a neighborhood park to assess. If you choose to study a specific space where physical activity is likely to occur, you will use the SOPARC instrument to record what you observe. (You will have an opportunity to view the SOPARC tutorials and can use an “app” that will be available). You will then write a 2-3 page paper addressing specific questions presented in the assignment guidelines.

If you choose to study a neighborhood, you will use the Neighborhood assessment tool? You will have an opportunity to view a tutorial about its use). You will complete the assessment and write a 2-3 page paper describing your setting and the physical activity potential for that neighborhood. (See specific assessment guidelines and evaluation rubric)

**Community Disparities Assessment:**
Research has shown that disparities exist in communities regarding health. Some of these disparities are due to the lack of opportunities for physical activity. Identify a group in your community that might have a low level of physical activity based on your reading of the literature. Use current statistics from your community (community is broadly defined so you identify what you consider to be a community—a specific group of people, a geographic location, or a combination) to describe the population and their capacities, enablers, and constraints to physical activity. Write a 2-3 page paper (plus a separate page for references) describing the group and their status. Make recommendations for what could be done through PRTSM to facilitate more opportunities for physical activity that might further reduce health disparities. (See disparities paper guidelines and rubric for evaluation)

**Logic Model for Action:**
Logic models are a useful method of ascertaining desired outcomes through program development. Draw a logic model to address how you would plan an event or program for individuals to be more physically active in your community. Along with the actual model, write a 2 page paper that overviews the elements of the logic model plan. You will also make a 2 minute presentation to the class. (See logic model guidelines and rubric for evaluation)

**Tips for Communicating Electronically:**
Always practice Internet Etiquette when communicating electronically. The purpose of communicating electronically in an online course is to share information.

➢ Be respectful of other participants, their time, their bandwidth, and their opinions.
➢ Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.
  o Using all caps may be interpreted as shouting.
  o Use humor and sarcasm carefully (we can’t see the twinkle in your eye); add emoticons to provide a visual representation of your intent.
  o Keep your critiques constructive; antagonistic criticism is called “flaming” and may cause an unwanted reaction.

➢ Remember that you are judged by the quality of your writing.
  o Spelling and grammar do count.
  o Be coherent and succinct.
  o Don’t plagiarize; respect copyrights.
  o Don’t depend on a single source when contributing new information from external resources.
  o Be professional.

**Academic Integrity:**

Academic Dishonesty (including but not limited to cheating, plagiarism, and misrepresentation) will not be tolerated. Academic dishonesty is the giving, taking, or presenting of information or material by a student that unethically or fraudulently aids oneself or another on any work which is to be considered in the determination of a grade or the completion of academic requirements or the enhancement of that student's record or academic career.

Any student guilty of academic dishonesty will receive a failing grade for the course and will be referred to the Director of the Office of Student Conduct. Please refer to the North Carolina State University Code of Student Conduct for a complete explanation of the NCSU Academic Honesty policy. This will be strictly enforced. Please see the following website: [http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)

**Equal Opportunity in Education:**

The policy of the State of North Carolina is to provide equality of opportunity in education and employment for all students and employees. Discrimination based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is in violation of federal and state law and North Carolina State University policy, and will not be tolerated. Retaliation against any person complaining of discrimination is in violation of federal and state law and North Carolina State University policy, and will not be tolerated.

Reasonable accommodations will be made for students with verifiable disabilities. To take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 919-515-7653. More information can be found at Academic Accommodations for Students with Disabilities Regulation (REG02.20.01)
7-week Schedule:

January 6-7, 2014
Topics: Get-acquainted
Use of Moodle and Collaborate
Foundations of Physical Activity

Course Objectives:
Effectively use Moodle to complete assignments.
Assess one’s own capacity, enablers, and constraints to being physically active.

Unit (Foundations of Physical Activity) Objectives:
Effectively navigate through Moodle
Demonstrate evidence of appropriate communication skills (email civility) when corresponding and interacting with the instructor AND with peers.
Identify the terms associated with active recreation, community health, and physical activity
Students will keep a time diary for 4 days and write an evaluation of their personal situation, priorities, and challenges—due January 21
Students will articulate the value of active living and active recreation in communities—Discussion Board #1 January 8-13

Reading Assignments:
Welcome Letter
Getting Started Module
Brown et al. Text Chapters 1 and 2 plus Glossary
Go to http://www.designedtomeove.org

Written Assignments: None

Lecture to See: Foundations

Agenda for January 7 class: Overview of Syllabus
Description of Time Diary Assignment
Description of First Discussion Board
Discussion of issues in students’ communities related to physical activity

January 8-14
Topics: Contributions of Parks/Recreation to Community Health
Measuring Physical Activity in Communities
Use of SOPARC/SOPLAY
Use of Neighborhood Assessment

**Course Objectives:**
Explain the contributions recreation agencies/organizations make to health as part of the community health care system.

**Unit (Assessment and Social Ecology) Objectives:**
Demonstrate the ability to measure various factors in activity friendly community environments that contribute to active recreation.

**Reading Assignments:**

**SOPARC Guidelines**
Community Park Assessment Tool (CAPT) Guidelines
Brown et al. Text Appendix D

**Written Assignments:** Discussion Board #1 January 9-14 (noon)

**Lecture to See:** Ways the Physical Activity has been Measured

**Agenda for January 14 class:**
- Discuss Forum Outcomes
- Questions about Time Diary
- Discussion of Problems with Measurement
- Introduce Assignment for SOPARC/CAPT
- Guest TBD

**January 15-21**

**Topics:** Components of Social Ecological Model
Opportunities for Applying the SE model

**Course Objectives:**
Explain the contributions recreation agencies/organizations make to health as part of the community health care system.
Apply the social ecological framework to understanding active recreation and health in communities.

**Unit (Assessment and Social Ecology) Objectives:**
Articulate the elements of the social ecological framework (i.e., intrapersonal, interpersonal, environmental and organizational, and policy) needed to promote active recreation leading to better individual and community health. (Lectures, Readings)
Identify examples of how the social ecological model might be applied in communities.

**Reading Assignments:**
Brown et al. Text Part II: Chapters 3-4

**Written Assignments:** Time Diary Due January 19 (noon)

**Lecture to See:** Applications of Social Ecology

**Agenda for January 21 class:**
- Discuss Time Diary Experience
- Questions about Measurement Assignment
- Guest TBD
- Round Table (maybe) about applying SE Model

**January 22- 28**

**Topics:** The *Contributions of the Built Environment to promoting physical activity in communities*
- transportation
- urban/rural planning
- public health
- parks

**Partnerships**

**Course Objectives:**
Articulate the importance of outdoor spaces for active recreation in communities.
Identify the health disparities that may exist in communities and how these disparities can be addressed
Identify community environments/resources relative to their contributions to promoting active living
Delineate the contributions and resources from community health partners that can help promote active recreation in communities.

**Unit (Identifying Community Resources) Objectives:**
Identify the systems and organizations in communities that promote active living
Identify the possible partners that are available in their communities
Formulate a plan for how to work best with partners including identifying mutual
goals and steps to take toward reaching those goals

**Reading Assignments:**
Active Living Research. (2011a). Do all children have places to be active?

Brown et al. Text Chapters 5-6

**Written Assignments:** SOPARC/CAPT Due on January 26 (noon)

**Lecture to See:** Contributions of the Built Environment

**Agenda for January 28 class:**
- Discuss Measurement Assignment
- Discuss upcoming Forum #2
- Guest TBD
- Mini-lecture on Partnerships
- Discussion of partnership opportunities/challenges

**January 29-February 4**

**Topics:** *Health Disparities in Communities—*
- Race and Ethnicity
- Gender
- Age
- Disability Status
- Rural/urban

**Research about Parks and their Contributions**

**Course Objectives:**
Articulate the importance of outdoor spaces for active recreation in communities.
Identify the health disparities that may exist in communities and how these
disparities can be addressed
Identify community environments/resources relative to their contributions to
promoting active living
Delineate the contributions and resources from community health partners that
can help promote active recreation in communities.

**Unit (Identifying Community Resources) Objectives:**
Analyze how health disparities among and across specific groups can be resolved using active recreation.
Recognize the distinct role that parks play in promoting physical activity in communities

**Reading Assignments:**

Brown et al. Text Appendix A, B, C, E

**Written Assignments:** Discussion Forum #2 January 29-February 4 (noon)

**Lecture to See:** Health Disparities

**Agenda for February 4 class:**
- Summarize Discussion Forum
- Guest TBD
- Short lecture/discussion on Women and Girls
- Discuss disparities assignment

**February 5 - 11**
Topics: **Usefulness of Logic Model**
**Ideas for Promoting Active Recreation**
- intrapersonal
- interpersonal
- organizational
- community
- policy
**Role of wellness and mental health related to active recreation**

**Course Objectives:**
Design strategies to promote active recreation in communities using a logic model.
Unit (Strategies for Action in Communities) Objectives:
Develop a logic model to address strategies for promoting physical activity for a targeted group in their community.
Apply program, design, and/or policy strategies to promote active recreation using a logic model for a community where they live and/or work. (short paper/model and presentation to class)

Reading Assignments:
Active Living Research. (2011b). Parks and recreation programs help to decrease childhood obesity. Retrieved from :
http://activelivingresearch.org/files/PolicyBrief_ParkProximity_0.pdf

Brown et al. Text Chapter 7

Written Assignments: Disparities Due February 9 (noon)

Lecture to See: Logic Models and their Use

Agenda for February 11 class:
- Brief discussion of people’s health disparity groups
- Go over logic model assignment
- Guest TBD
- Discussion of Health Promotion (small groups?)

February 12 – 21 (10 days)

Topics: Student Presentations
Reflection on Strategies and Opportunities

Course Objectives:
Design strategies to promote active recreation in communities using a logic model.

Unit (Strategies for Action in Communities) Objectives:
Develop a logic model to address strategies for promoting physical activity for a targeted group in their community.
Apply program, design, and/or policy strategies to promote active recreation using a logic model for a community where they live and/or work. (short paper/model and presentation to class)
Reading Assignments: NONE

Written Assignments: Logic Model Due February 16 (noon)
Discussion Forum #3 February 19-21 (noon)

Lecture to See: NONE

Agenda for February 18 Class: Discussion of Forum #3
Student Presentations