



YORK UNIVERSITY  
Faculty of Health  
School of Kinesiology and Health Science

**KAHS 4650 3.0 – Winter 2024**  
**Sport, Physical Activity & Youth Development**

**Acknowledgement of Indigenous Peoples and Traditional Territories**

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

[Understanding the Land Acknowledgement](#)

**COURSE INSTRUCTOR**

Jessica Fraser-Thomas, PhD

Email: [jft@yorku.ca](mailto:jft@yorku.ca)

Office Hours: Tuesday & Thursday @ 12:50pm (after class) in common space at DB, or by appointment in person (DB 5021 or Bethune 350) or on zoom.

**COURSE TIME, LOCATION, DAYS**

11:30am-12:50pm

Victor Phillip Dahdaleh Building (DB)

Tuesdays: Room 1004

Thursdays: Room 0007

**Note.** In the case of inclement weather or professor illness, a lecture may be delivered (a)synchronously online. Should this be the case, students will be notified through eClass by 8am on the date of the affected lecture.

**TEACHING ASSISTANT**

Nathanias Ofori; Email: [oforin@yorku.com](mailto:oforin@yorku.com)

Dr. Meghan Harlow; Email: [mharlow2@yorku.ca](mailto:mharlow2@yorku.ca) (TA Support)

## WELCOME

Welcome! The past few years have been a time of tremendous challenge and change in our world. While these times have been 'heavy', some of my more positive reflections of this time relate to the value of hearing each others' voices, withholding judgment, and showing respect. I hope these are principles we are to uphold within our learning spaces.

I am passionate about the value of youth sport and physical activity in our communities – from local to global. However, I also recognize that these activities are complex, and many people have complex relationships with and through their sport and physical activity experiences. I look forward to many insightful and critical discussions around youth sport and physical activity, as we continue navigating this unique time, and the way forward in our research and practices. In order to make the most of our learning time together each week - ***please ensure you have prepared for each class by doing the reading and come to class eager and ready to engage in the learning process!***

## COURSE DESCRIPTION

This course explores developmental theories and psychosocial research, facilitating students' understanding of youth development through sport and physical activity. Students are introduced to theoretical and empirical research from developmental psychology and sport psychology fields. The course involves a mix of formal lectures, guest lectures, and seminar-oriented discussions. Required readings, attendance, and engagement are central to the course. Lectures and discussions serve to enrich, clarify, and illustrate key topics addressed within readings, with a focus on critical reflection and applications, to facilitate youths' healthy involvement in sport and physical activity.

## OBJECTIVES

- To increase students' knowledge and understanding of different sport and physical activity contexts and their importance in youths' development.
- To facilitate students' awareness of environmental influences in youths' development in sport and physical activity such as coaches, parents, and peers.
- To provide opportunities to consider and explore the roles of program administrators and policy makers in the facilitation of positive youth development in sport and physical activity contexts.
- To critically reflect upon the research process, and the effective translation of theory to practice.

## EVALUATION

10% (+0.5%)	Journal Article Review #1	Fri, Jan 26
10% (+0.5%)	Journal Article Review #2	Fri, Feb 16
20%	Field Work Assignment	Fri, Mar 22
20%	Program Development	Fri, April 5
10%	"In the News" Presentation	Ongoing
10%	Reading Reflections (5 x 2%)	Ongoing

5%	In-Course Participation	Ongoing
15%	Attendance and Engagement	Ongoing
(1%)	Respect in Sport Bonus	Fri, April 7

The last date to drop this course without a mark being assigned is March 11.

Journal Article Review #1 and #2 (2 @ 10% + 0.5% Bonus): Students are required to write a short review paper (not to exceed 2 pages double spaced = approximately 500 words) based on a research study published in a scientific journal in 2023 or 2024. The study can be of the student's choice, broadly related to the course topic (i.e., sport, physical activity, and youth development). The paper should include: (a) a brief summary of the study which includes the purpose, the main methods used, and the key findings (approximately 100 words), (b) a practical and applied discussion on how the findings of the current study may be of interest and/or applicable in 'real life' contexts (e.g., in youth sport programs, schools, etc) (approximately 200 words), and (c) a critical commentary on additional questions/issues/concerns the study raises, and possible future research directions in addressing these (approximately 200 words). Students must include a screenshot of the journal article abstract as an appendix, with the assignment. (A screenshot is requested rather than regular text, to avoid Turnitin duplication scores). This assignment should be submitted following the guidelines of the American Psychological Association's publication manual (7<sup>th</sup> edition, 2020). Students' assessments are based on the review's content, in addition to writing style, the ability to write clearly and concisely, and APA format.

\*Note of exception to APA: Please do not include a reference page or in text citations. Instead, please provide the full APA citation as the title of the assignment.

Optional Bonus: Peer Review for Journal Article Reviews #1 and #2 (2 @ 0.5%): This optional bonus provides students the opportunity to give and receive feedback on the journal article review assignments prior to submission for grading. This process is intended to enhance students' reflections regarding the content and style of a peer's work, and in so doing, also help students reflect on the content/style of their own work. Students are responsible for finding a partner with whom to exchange journal article reviews, and coordinate the exchange and return of feedback prior to submission deadlines. Students must submit a completed assessment form signed by their peer - at the end of the assignment - to receive this 0.5% bonus. (Again, please use a screenshot rather than text, to avoid Turnitin duplication scores). On this form, students should provide meaningful constructive feedback on how to improve the paper based on the guidelines. Students could also 'mark up' the paper for spelling, grammar; however a marked up copy should not be submitted. Students should not provide a grade.

Field Work (Experiential Education) Assignment (20%): The purpose of this assignment is for students to gain understanding of a child, adolescent, or emerging adult sport or physical activity program through field work; this understanding and learning is to be guided through structured reflection drawing upon Kolb's Experiential Learning Cycle. A brief introduction to experiential learning and structured reflection can be found here: <https://ee-guide.info.yorku.ca>. Students are expected to experience a child or youth sport or physical activity program through two "field sessions". "Field sessions" can include observation of a training session or game/competition, or conversations with a parent(s), coach(es), young athlete(s), or sport programmer/administrator(s).

Students' field work paper (not to exceed 4 pages pre-appendices; approximately 1000 words) should include (a) a brief description of the program/context, (b) a critical reflection of experiences within the program, (c) a conceptualization of how to optimize children's development through this particular program, and the broader culture of child/youth PA/sports, and (d) appendices of pre-field session outlines (developed to help guide the students' experiences within the program), and notes taken during or immediately after field sessions. Kolb's Experiential Learning Cycle (concrete experience, reflective observation, abstract conceptualization, and active experimentation) is provided to guide students throughout the assignment. This assignment should be submitted following the guidelines of the American Psychological Association's publication manual (7<sup>th</sup> edition, 2020).

Students' assessment is based on preparedness for the field work (as evidenced by pre-field session outlines/appendices), engagement within the field assignment, and their experiential learning guided by Kolb's Experiential Learning Cycle, in addition to writing style, the ability to write clearly and concisely, and APA format. Students are to familiarize themselves with Senate Policy on Human Ethics (consent forms may be required), and complete KHS Human Ethics Form 3.

Program Development Project (20%): The final project offers students the opportunity to develop and showcase a sport or physical activity program for children, adolescents, or emerging adults. The program should focus on fostering the personal and social attributes of program participants, using sport or physical activity as the platform. Students may develop/enhance the programming for an existing sport program, or create a new original program for potential delivery in an existing organization. The written assignment (double spaced) includes an introduction (1/2 page), specific programming guidelines (5 pages), a conclusion (1/2 page), and a bibliography (up to 2 pages). This assignment does not involve delivery of the developed program. A detailed description of this assignment is posted on the course website.

"In the News" Presentation (10%): Student will complete a presentation on a

story 'in the news', that is related to course content (i.e., sport, physical activity, and youth development). Presentations can be done individually or with a partner; they can be done entirely in person, or partially pre-prepared and partially in person. (See details below.) Presentations will occur at the beginning of Thursday classes.

Specifically, students will share a recent (i.e., within the past three months) story from mainstream or social media. Students will (a) provide a reference for the story, (b) offer a summary of the story and diverse 'angles' presented, (c) highlight any scientific studies that are referenced in the story, (d) offer 2-4 discussion questions related to the story that will trigger students' personal and/or critical reflection, and (e) facilitate a brief class discussion built upon the questions presented.

Presentations can be entirely in person, or partially pre-prepared. If students choose the second option, components (a), (b), (c), and (d) can be delivered as a pre-recorded video played in class, with the final component (e) (i.e., question/discussion) facilitated 'live' in class. Audio-visual (e.g., Powerpoint) is permitted, but not required; alternative creative delivery methods are also permitted (e.g., dramatic, artistic, documentary style presentations).

Individual presentations will be a maximum of 8 minutes in length (i.e., ~4 minutes for presentation; ~4 minutes for discussion facilitation). Partnered presentations will be a maximum of 14 minutes in length (i.e., ~6 minutes for presentation; ~8 minutes for discussion facilitation).

Reading Reflections (5 @ 2%): Students are required to complete 5 reading reflections over the course of the term - of the possible 11 topics covered. These are due prior to 11:30am on the Tuesday of the discussed topic, and are not to exceed 2 pages double spaced, 12-point font. Reading reflections are intended to draw out students' personal insights and critical reflections, serving as a springboard for students' involvement in class discussions; they are not intended to summarize readings. Reflections may be guided by broad discussion questions (e.g., What did you learn? What did you find interesting? Did anything really get you thinking/reflecting? Did you disagree with anything in the reading? What statements/quotes really resonated with you?). Reflections could also include students' insights related to theories, methods, findings, and/or discussion points. Students may also consider readings in the context of personal experiences and/or societal events. (However; reflections should not do all of these things!) Students should feel free to take whatever unique directions they wish in offering their reflections and insights. Students will be assessed on critical thinking/insight and mindful writing (i.e., clear, comprehensive, grammatically correct). Students will receive a grade of pass (2%) or fail (0%).

In Course Participation (5%): Throughout the term there will arise some opportunities to earn participation grades through in-course participation tasks.

This may include personal reflection pieces, participatory engagement, experiential learning, creative participation, etc.

Attendance, Engagement, and Participation (15%): Students are expected to attend and engage in class, given that much of the learning in this course occurs through the reviews, discussions, and exercises within classes. Attendance accounts for 10% and is recorded at the beginning of each class beginning Week 2 (Tuesday, January 16<sup>th</sup>). To receive the full 10%, students must attend 20 classes (i.e., are permitted 2 missed classes throughout the term); each missed class beyond the 2 permitted classes will result in deduction of 0.5%. In exceptional circumstances, a missed class (beyond the permitted 2) may be “made up” through additional assignments, on a case-by-case basis. Engagement accounts for 5% of the grade, and is assessed based on numerous criteria. Students are expected to keep up with readings and to display understanding by offering relevant examples, comments, ideas, and questions throughout the seminar discussions, reflecting comprehension and thoughtful consideration of course material. Students may also engage through active and respectful listening each class.

Respect in Sport Bonus (1%): Students are given the opportunity to complete the Respect in Sport for Activity Leaders course for 1 bonus mark. Details regarding the course are discussed in class and instructions for completion are provided on the course website. Completion of this course is completely optional; completion of the course is not a requirement of KINE 4650. To get credit for completing the course, students must forward their certificate of completion to Nathania Ofori (oforin@yorku.ca).

## **COURSE ORGANIZATION**

**eClass.** Throughout the term, eClass will be used as the main communication method to provide students with an overview of the week ahead, and to provide any other information about the course and assignments. It is the student’s responsibility to consult eClass regularly to ensure that all relevant course documentation and information is received. Students should ensure that their email address linked with eClass is the email address used regularly, so that all updates are received.

***Required Readings (or Other Preparatory Materials).*** There is one required reading each week for a total of 11 required readings. Readings (e.g., academic journal articles, videos, or complementary material of other formats) are posted on eClass in a way that aligns with copyright and fair dealings practices, and must be read prior to Tuesday’s class to ensure engagement (i.e., reflection, discussion) with course content.

***Communication with Course Instructor and Teaching Assistant/Support.*** Email can be directed to the course instructor and/or the teaching assistant/support. Email will

generally be responded to within 3 business days. Please keep in mind that SPAM filters may block non-York University email addresses.

**Communication with Classmates.** The discussion board is available on the course website for students to engage in course-related communications. Students are required to show respect in accordance with University policies when posting on the discussion board and communicating with classmates.

**Assignment Submission.** All assignments are to be submitted through eClass on Fridays as outlined above; all assignments are to be submitted by 11:59pm EST. Academic achievement depends on students completing their work not only well, but on time. Accordingly, assignments should be received on the due dates specified. Assignments received later than the due date may be penalized 5% per day; however, exceptions to the lateness penalty may be granted for various circumstances, with advance communication with the instructor.

**Grading.** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments will bear a number grade, aligning to a corresponding letter grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79). For a full description of York grading system see the York University [Undergraduate Calendar](#)

### TENTATIVE - CLASS SCHEDULE

Week	Tentative Topics	Tuesday 11 Required Reading + 5 Reflections	Thursday “In the News”	Friday Assignments (eClass)
1	Welcome!	<u>January 9</u>	<u>January 11</u> No Class	<u>January 12</u>
2	Human Development	<u>January 16</u>	<u>January 18</u>	<u>January 19</u>
3	Developmental Activities	<u>January 23</u>	<u>January 25</u>	<u>January 26</u> Journal Article Review #1
4	PYD Frameworks	<u>January 30</u>	<u>February 1</u>	<u>February 2</u>
5	PYD Through Sport	<u>February 6</u>	<u>February 8</u>	<u>February 9</u>
6	Life Skills and Transfer	<u>February 13</u>	<u>February 15</u>	<u>February 16</u> Journal Article Review #2
	<b>Reading Week</b> No Classes	<u>February 20</u>	<u>February 22</u>	<u>February 23</u>
7	Coaching and PYD	<u>February 27</u>	<u>February 29</u>	<u>March 1</u>
8	Family and PYD	<u>March 5</u>	<u>March 7</u>	<u>March 8</u>

9	<b>Sport Pathways</b>	<u>March 12</u>	<u>March 14</u> Field Work Preparation – No Class	<u>March 15</u>
10	<b>Social Justice</b>	<u>March 19</u>	<u>March 21</u>	<u>March 22</u> Field Work Assignment
11	<b>Specified Topics</b>	<u>March 26</u>	<u>March 28</u>	<u>March 29</u>
12	<b>Future Directions &amp; Wrap Up</b>	<u>April 2</u>	<u>April 4</u>	<u>April 5</u> Program Development Respect in Sport

## UNIVERSITY POLICIES & COURSE INFORMATION FROM SENATE

York University seeks to provide for equal rights and opportunities without discrimination for all students. The overall aim is a climate of understanding and mutual respect for the dignity and worth of each community member so that each person feels a part of York University and is able to fully participate in university life. The following information describes some of your important rights and responsibilities as students, along with the supports, accommodations and services made available to you by York.

**Academic Honesty and Integrity.** York students are required to maintain the highest standards of academic honesty and they are subject to *the Senate Policy on Academic Honesty* <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-%20policy-on/> The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. Comprehensive information about academic honesty, along with information about how to find resources at York to help improve your research and writing skills and cope with University life, can be found at: [www.yorku.ca/academicintegrity/](http://www.yorku.ca/academicintegrity/)

**Conduct in Academic Situations.** Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. It is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class in keeping with the *Senate Policy and Procedures on Disruptive and/or Harassing Behaviour in Academic Situations* <http://secretariat-policies.info.yorku.ca/policies/disruptive-%20and-or-harassing-behaviour-in-academic-situations-senate-policy/>

**Ethics Review Process.** York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants*



(<https://www.yorku.ca/secretariat/policies/policies/ethics-review-process-for-research-involving-human-participants-policy/>). Ethics approval must be obtained prior to the starting of any research activities involving human participants, including research conducted by students in a graduate or undergraduate course, for an undergraduate thesis or project, or for a Major Research Paper, Thesis or Dissertation. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately. More information can be found at: <https://www.yorku.ca/research/human-participants/>.

**Religious Accommodation.** York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in your course syllabus pose such a conflict for you, contact the Course Director within 14 days of the date for which accommodation is sought. Other procedures are outlined in the *York University policy, guidelines and procedures on Academic Accommodation for Students' Religious Observances* <https://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/> Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete a Religious Accommodation Agreement, which can be found at: <https://registrar.yorku.ca/pdf/exam-accommodation.pdf>

**Accessibility Services.** Student Accessibility Services (<https://accessibility.students.yorku.ca/>) provides academic accommodations and supports for students with temporary and permanent disability including physical, sensory, medial, learning, and mental health disabilities. Students who had an Individualized Education Plan (IEP) in high school are eligible for support. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

**Academic Skills Support.** York University Libraries (<http://www.library.yorku.ca/>) and the Learning Commons (<https://learningcommons.yorku.ca/>) provide students with academic support for their course assignments and research requirements. The Libraries offer an array of supports, services, workshops, resources and people available to help ensure continued success during a student's academic career.

**Centre for Human Rights, Equity, and Inclusion.** The Centre for Human Rights, Equity and Inclusion (<https://rights.info.yorku.ca/>) facilitates confidential processes to discuss allegations of discrimination and harassment by York Community members. There are also robust training opportunities and workshops available to the community year round.

**Counselling, Health and Well Being.** Student Counselling, Health & Well Being (<https://counselling.students.yorku.ca/>) supports students in realizing and developing their personal potential in order to maximally benefit from their university experience and manage the challenges of university life. Services include: peer-led workshops, certificate training programs, support groups, same-day and appointment-based counselling, short-term therapy, and more.

**Sexual Violence Response and Support.** The Centre for Sexual Violence Response, Support and Education (<https://thecentre.yorku.ca/>) facilitates support, services and accommodations for those who have experienced sexual violence. The support offered is based on the needs and wishes of the person disclosing/reporting.

**Student Community Relations.** The Office of Student Community Relations (<https://oscr.students.yorku.ca/>) supports students impacted by critical incidents, facing personal crises or multiple complex issues, such as, but not limited to, critical illness or injury of a student, student death, attempted suicide and sexual assault. OSCR provides advice, referrals, alternate dispute resolution methods and judicial processes (local adjudication, tribunals).

## **CALUMET AND STONG RESOURCES TO SUPPORT STUDENT SUCCESS**

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, career exploration, Indigenous Circle, awards and recognition, and provide opportunities to students to work or volunteer.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving the weekly email from Calumet and Stong Colleges (Upcoming events)? If not, please check your Inbox and Junk folders. If you do not find the weekly emails from Calumet and Stong Colleges, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listerv.