

MIAMI UNIVERSITY

Department of Kinesiology and Health

Course Title: KNH 402 Critical & Reflective Practices in Kinesiology and Health

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Credit Hours: 3 hr

Course Format: Brief lecture with large group discussion, small group discussion, debate, and interdisciplinary group work. A question and problem-based focus will be used in this course.

Course Description: A capstone course in the Kinesiology and Health Department, this course is open to students interested in examining the biological, psychological, socio-cultural, economic, geographic, and political influences on sport and health in a global world.

Course Readings: Class Reading Packet - See Appendix I.

Course Objectives: After completing the course students will be able to

1. Provide a historical context for understanding the changing views (individual vs public policy) of the relationship between sport, physical activity and public health in Europe and the United States.
2. Provide a broad, critical, contextual, multidisciplinary reflection on several of the problems with current individual behaviors and public health policy regarding physical activity within the framework of disease prevention-health promotion models in Europe and the United States.
3. Demonstrate an understanding of the range of factors related to systematic patterns of unequal distribution of physical activity levels, nutritional intake, and health across the countries that comprise the European Union (e.g. Why are some groups of individuals physically active and healthy and some are not?).
4. Demonstrate an understanding of the biological, psychological, socio-cultural, economic, geographic, and political factors that influences physical activity and health

and discuss how those factors interact with a variety of forces (e.g., genetics, society, cultural influences, public policy, etc.)

Basic Goals of the Miami Plan for Liberal Education:

- *Thinking Critically.* Students learn how to develop critical thinking skills that enable them to carefully identify problems worth studying; to examine pros and cons about issues; to develop skills for examining evidence and counter-arguments; to analyze research and other information; to explore underlying assumptions about multiple positions and arguments; and to draw solid conclusions after examining all sides of an issue or problem.
- *Understanding Contexts.* Students learn how to understand contexts that inform how we make meaning out of issues and events. Students may explore political, social, economic, historical, or other contexts that surround problems or issues confronted. Students learn that contextual analysis and understanding opens up new ways of knowing not only about the world in which we live, but also about ourselves.
- *Engaging with Other Learners.* The Miami Plan is based on the firm belief that we learn from one another, from people different than ourselves, and from a wide variety of others. A healthy exchange of different ideas and viewpoints encourages rethinking of accepted perspectives. Thus, students learn to think critically and to understand contexts through in- and out-of-class activities designed to engage them with other learners: other students, other faculty or staff, and other learners outside of the university. Students learn how to work effectively in group settings, how to listen actively to the ideas of others, and how to negotiate a shared understanding of complex issues and tasks.
- *Reflecting and Acting.* Finally, the Miami Plan encourages students to both reflect upon and act on the new knowledge, understanding, and commitments made. Students learn how to make decisions about complex intellectual, ethical and personal issues; to think about the meaning of coursework for themselves, and to commit to informed action.

Course Outline: Topics for Discussion/Debate:

1. What are physical activity and health? How are they related? Is there a difference in the perception and importance of physical activity, sport and health between people living in Europe and the United States? Do the available data support differences in physical activity and health between people living in Europe and the United States? Are there differences in physical activity and health between different member states of the European Union and between different regions of the United States?
2. What is the difference between the health of an individual and public health?
3. Is physical activity or physical inactivity related to health? How so?
4. What is more important to individual health: physical activity or physical fitness?
5. How is physical activity and physical fitness measured at the individual and population level?
6. What is a “good” diet? How does dietary intake differ between Europe and the United States? How do cultural and economic factors influence dietary intake in Europe?

7. How do we die in Europe and the United States? Are the causes of mortality different between Europe and the United States?
8. Is physical activity/inactivity related to the development of chronic diseases?
9. What is the difference between physical activity and inactivity?
10. Is there a relationship between physical activity, diet, and chronic disease development? If so, how strong is the relationship and what factors influence this relationship?
11. How does the physical, socio-cultural, and economic environment (Europe versus the United States) play a role in physical activity/inactivity?
 - a. Home
 - b. Workplace
 - c. Schools
 - d. Communities
12. How do race, gender, and socio-economic status affect the public's ability to be physically active in Europe and the United States? What are the individual and combined effects of these factors?
13. How do people decide to be physically active?
14. What are the common barriers to regular physical activity in Europe and the United States?
15. What role should local and national governments and the European Union play in promoting physical activity, proper diet, and health?
16. What are the micro- and macro-economic implications for decreased physical activity, poor diet, and increased chronic disease development?
17. Do physical activity interventions exist that work for improving public health? What are they? Are they different between Europe and the United States?

Daily Itinerary:

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| June 29 | Guided canal boat tour of Amsterdam
Amsterdam History Museum
Anne Frank House |
| June 30 | Tour Amsterdam Arena and meet with Ajax football club personnel |
| July 1 | Ministry for Health, Welfare, and Sport (MHWS) at the Hague |
| July 2 | Bicycle tour of Amsterdam |
| July 3 | Munich youth sports club |
| July 4 | Visit Hohenschwangau and Neuschwanstein |
| July 5 | German National Ice Hockey Federation |
| July 6 | Munich Ambassadors Baseball club
Munich Tennis Club |

July 7	Gaelic Athletic Association, Croke Park, Dublin, Ireland
July 8	Cultural tour of Dublin
July 9	Cultural tour of Irish countryside
July 10	Hurling club of Dublin
July 11	Edinburgh Castle
July 12	Scottish Institute of Sport
July 13	Cultural tour of Loch Ness and Scottish Highlands
July 14	Edinburgh Rugby club Royal and Ancient Golf Club, St. Andrews University of St. Andrews
July 15	TBA
July 16	Marylebone Cricket Club London Olympic Organizing Committee Offices Professional Soccer Club
July 17	TBA
July 18	TBA

Evaluation:

1. Critical reflection paper. At the end of the workshop, students will complete a reflection paper (1-2 typed pages) that answers the question "How does sport, fitness and health in European culture differ from those in the United States, and in particular, your own experiences?" (35% of total grade)
2. Group Research Project and Presentation. Students will work in small groups (3-5 students per group). Each group will be assigned a country from our study abroad. They will create a photo/video journal of what they feel best represents the sport, fitness, health and culture of that particular area. These will be presented to the class at the completion of the workshop. (45% of total grade)
3. Group country presentation. Students will work in small groups (3-5 students per group). Each group will be assigned a country from our study abroad. They will prepare a brief presentation of the key points of interest of that country and present their research to the class prior to the groups arrival at that particular destination. (15% of total grade)
4. Class Participation. Students are expected to engage in class activities be active learners. Students will be evaluated based on their ability to orally demonstrate critical thinking,

understanding contexts, engaging with other learners, and reflecting and acting. (5% of total grade)

Grading Scale:	100% - 92%	A
	91% - 90%	A-
	89% - 88%	B+
	87% - 82%	B
	81% - 80%	B-
	79% - 78%	C+
	77% - 72%	C
	71% - 70%	C-
	69% - 68%	D+
	67% - 62%	D
	61% - 60%	D-
	Below 60%	F

Appendix I - Reading Packet Reference List:

Primary readings:

Kahn E.B., Ramsey L.T., Brownson R.C., Heath G.W., Howze E.H., Powell K.E., Stone E.J., Rajab M.W. and Corso P. The effectiveness of interventions to increase physical activity: A systematic review and analysis. *American Journal of Preventive Medicine* 22: 73-107, 2002.

Lobstein, T., Rigby, N., and Leach, R. European Union platform on diet, physical activity, and health. 2005. London, United Kingdom.

World Health Organization. Physical activity and health in Europe: evidence for action. Caville, N., Kahlmeier, S., and Racioppi, F. 2006. Copenhagen, Denmark.

World Health Organization. Promoting physical activity and active living in urban environments; the role of local governments. Edwards, P. and Tsouros, A. 2006. Copenhagen, Denmark.

World Health Organization. Global strategy on diet, physical activity and health. 1-21. 2008. Geneva, Switzerland.

World Health Organization. Globalization and health: proceedings of a conference at the Nuffield Trust, London, May 19-20, 2005. 14, 4-13. 2006.

World Health Organization. World health report, 2002. 1-232. 2002. Geneva, Switzerland.

Supplemental readings:

Agyemang C, van Hooijdonk C, Wendel-Vos W, Ujcic-Voortman JK, Lindeman E, Stronks K and Droomers M. Ethnic differences in the effect of environmental stressors on blood pressure and hypertension in the Netherlands. *BMC Public Health* 7: 1-10, 2007.

Anderson GF, Reinhardt UE, Hussey PS and Petrosyan V. It's The Prices, Stupid: Why The United States Is So Different From Other Countries. *Health Affairs* 22: 89-105, 2003.

Anderson LH, Martinson BC, Crain AL, Pronk NP, Whitebird RR, Fine LJ and O'Connor PJ. Health care charges associated with physical inactivity, overweight, and obesity. *Preventing Chronic Disease: Public Health Research, Practice and Policy* 2: 1-12, 2005.

Berlin JA and Colditz GA. A meta-analysis of physical activity in the prevention of coronary heart disease. *American Journal of Epidemiology* 132: 612-628, 1990.

Bernstein L, Henderson BE, Hanisch R, Sullivan-Halley J and Ross RK. Physical Exercise and Reduced Risk of Breast Cancer in Young Women. *Journal of the National Cancer Institute* 86: 1403-1408, 1994.

- Blair SN, Cheng Y and Holder JS. Is physical activity or physical fitness more important in defining health benefits? *Medicine and Science in Sports and Exercise* 33: S379-S399, 2001.
- Blair SN, Kohl HW, III, Barlow CE, Paffenbarger RS, Jr., Gibbons LW and Macera CA. Changes in physical fitness and all-cause mortality. A prospective study of healthy and unhealthy men. *JAMA* 273: 1093-1098, 1995.
- Blair SN, Kohl HW, III, Paffenbarger RS, Jr., Clark DG, Cooper KH and Gibbons LW. Physical fitness and all-cause mortality. A prospective study of healthy men and women. *JAMA* 262: 2395-2401, 1989.
- Caspersen CJ, Pereira MA and Curran KM. Changes in physical activity patterns in the United States, by sex and cross-sectional age. *Medicine and Science in Sports and Exercise* 32: 1601-1609, 2000.
- DiPietro L. Physical activity, body weight and adiposity: an epidemiologic perspective. *Exercise and Sport Science Reviews* 23: 275-303, 1995.
- Egger G and Swinburn BA. An "ecological" approach to the obesity pandemic. *British Medical Journal* 315: 477-480, 1997.
- French SA, Story M and Jeffery RW. Environmental influences on eating and physical activity. *Annual Review of Public Health* 22: 309-335, 2001.
- Hill JO, Wyatt HR, Reed GW and Peters JC. Obesity and the environment: where do we go from here? *Science* 299: 853-855, 2003.
- Horton R. What does a National Health Service mean in the 21st century? *Lancet* 371: 2213-2218, 2008.
- Hyde RT. Europe battles with obesity. *Lancet* 371: 2160-2161, 2008.
- Leon AS, Connett J, Jacobs DR, Jr. and Rauramaa R. Leisure-time physical activity levels and risk of coronary heart disease and death. The Multiple Risk Factor Intervention Trial. *JAMA* 258: 2388-2395, 1987.
- Maffeis C. Aetiology of overweight and obesity in children and adolescents. *European Journal of Pediatrics* 159: S35-S44, 2000.
- Martinez JA. Obesity in young Europeans: genetic and environmental influences. *European Journal of Clinical Nutrition* 54: S56-S60, 2000.
- Morris JN, Clayton DG, Everitt MG, Semmence AM and Burgess EH. Exercise in leisure time: coronary attack and death rates. *British Heart Journal* 63: 325-334, 1990.
- Morris JN, Heady JA, Raffle PAB, Roberts CG and Parks JW. Coronary heart disease and physical activity of work. *Lancet* 1053-1057-1111-1120, 1953.

- National Institutes of Health. Physical activity and cardiovascular health: NIH Consensus Development Panel on Physical Activity and Cardiovascular Health. *JAMA* 276: 241-246, 1996.
- Orfanos P, Naska A, Trichopoulos D, Slimani N, Ferrari P, van Bakel M, Deharveng G, Overvad K, Tjonneland A, Halkjaer J, Santucci de Magistris M, Tumino R, Pala V, Sacerdote C, Masala G, Skeie G, Engeset D, Lund E, Jakszyn P, Barricarte A, Chirlaque MD, Martinez-Garcia C, Amiano P, Ramon J, Bingham S, Welch A, Spencer EA, Key TJ, Rohrmann S, Linseisen J, Ray J, Boeing H, Peeters PH, Bueno-de-Mesquita HB, Ocke M, Johansson I, Johansson G, Berglund G, anjer J, Boutron-Ruault MC, Touvier M, Clavel-Chapelon F and Trichopoulou A. Eating out of home and its correlates in 10 European countries. The European Prospective Investigation into Cancer and Nutrition (EPIC) study. *Public Health Nutrition* 10: 1515-1525, 2007.
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- Powell KE and Blair SN. The public health burdens of sedentary living habits: theoretical but realistic estimates. *Medicine and Science in Sports and Exercise* 26: 851-856, 1994.
- Roos E, Talala K, Laaksonen M, Helakorpi S, Rahkonen O, Uutela A and Prattala R. Trends of socioeconomic differences in daily vegetable consumption, 1979-2002. *European Journal of Clinical Nutrition* 62: 823-833, 2008.
- Samdal O, Tynjala J, Roberts C, Sallis JF, Villberg J and Wold B. Trends in vigorous physical activity and TV watching of adolescents from 1986 to 2002 in seven European Countries. *European Journal of Public Health* 17: 242-248, 2007.
- Slattery ML, Jacobs DR, Jr. and Nichaman MZ. Leisure time physical activity and coronary heart disease death. The US Railroad Study. *Circulation* 79: 304-311, 1989.
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- Thorpe KE, Howard DH and Galactionova K. Differences in disease prevalence as a source of the U.S.-European health care spending gap. *Health Affairs* 26: w678-w686, 2007.
- U.S. Department of Health and Human Services. The Surgeon General's call to action to prevent and decrease overweight and obesity. U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General, 1-59. 2001.
- U.S. Department of Health and Human Services. Preventing obesity and chronic diseases through good nutrition and physical activity. 2005.
- U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, and The President's Council on Physical Fitness and Sports. Physical Activity and Health: A Report of the Surgeon General. 1995.
- Van den Bulck J and Van Mierlo J. Energy intake associated with television viewing in adolescents, a cross sectional study. *Appetite* 43: 181-184, 2004.
- Vignally P, Baldissera S, Arrighi J, Amoros JP and Binkin N. Using the Italian Surveillance System (PASSI) as a model to track health conditions and risk behaviors in Corsica. *Preventing Chronic Disease: Public Health Research, Practice and Policy* 5: 1-2, 2008.
- Watson M and Dannenberg AL. Investment in safe routes to school projects: public health benefits for the larger community. *Preventing Chronic Disease: Public Health Research, Practice and Policy* 5: 1-7, 2008.

Cross-cultural readings:

- Cross-Cultural Analyses of Determinants of Quality of Life and Mental Health: Results from the Eurohis Study. By: Schmidt, Silke; Power, Mick. Social Indicators Research, May2006,
- National Character and Personality. By: McCrae, Robert R.; Terracciano, Antonio. Current Directions in Psychological Science, Aug2006,

Appendix II – Primary electronic resources:

- World Health Organization (<http://www.who.int>)
- European Union (http://europa.eu/index_en.htm)
- U.S. Centers for Disease Control and Prevention (<http://www.cdc.gov/>)
- U.S. Department of Health and Human Services – Office of the Surgeon General (<http://www.surgeongeneral.gov/>)