

DEPARTMENT OF KINESIOLOGY AND HEALTH - SPRING 2022

Course: Pediatric Physical Development and Fitness

Number: 01:377:340

Credits: 3

Prerequisite: FHA (01:377:223) or equivalent

Class meets on Monday and Thursday, 8:30 – 9:50 am

Class meets synchronously using Webex:

- Meeting link: <https://rutgers.webex.com.xxxxxxxxxxxxxxxxxxxxxxxxxxxxx>
- Meeting number: xxxxxx
- Password: xxxxxxxx

Instructor: Lisa Rossman Murphy, PT, DPT

Contact Information: lar122@kines.rutgers.edu

- use your Rutgers email to contact the instructor
- identify yourself with your name and course name
- emails will be answered within 1-2 business days

Office Hours: Monday 2-3 pm, Tuesday 1-3 pm, and other times by appointment; office hours will be virtual

Technology Requirements

Students will need a computer, camera, and microphone, and access to the internet for class meetings via Webex (see link above)

Course platform can be found on Canvas

<https://canvas.rutgers.edu>

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at

<https://financialaid.rutgers.edu/>.

Department Learning Goals Met by this Course

This undergraduate course is intended to provide a basic framework of knowledge of the following topics: (a) pediatric development from birth through maturation; (b) sensorimotor development and its relationship with other areas of development, including cognitive and social; (c) physical development, physical activity, and fitness; and (c) current trends and health protocols. This course is designed to provide information and to help students begin to use critical thinking skills as they

review research literature and develop a method of creating evidence-based solutions to the many unanswered questions in the expanding field of pediatric physical activity and fitness.

Additional Learning Goals Met by this Course

1. List and describe definitions and concepts of developmental processes and effects as related to theories of pediatric physical growth, sensorimotor development, physical literacy, and pediatric fitness.
2. Acquire and apply the theoretical knowledge when reviewing and/or developing programs for the pediatric population in relation to sensorimotor development, physical activity, and fitness and highlighting differences between this population and adults. This will be documented through exams and a review of the research literature and resulting in an evidence-based project.
3. Obtain an understanding of the theoretical knowledge and skills related to challenges encountered when providing fitness programs and/or healthcare to the pediatric population or young athlete.
4. Engage in discovery through field experiences by observing children engaged in outdoor play, reporting observations, and associating these with areas of sensorimotor development and developmental motor milestones. Conduct a review of recent literature that attempts to answer a question pertaining to the observed activity or area of focus regarding pediatric development, physical activity and/or fitness.
5. Develop an understanding of the unique factors affecting the pediatric population, current trends regarding exercise and fitness, and how to review research information to guide best practice.
6. Demonstrate writing and oral presentation skills through course assignments.

Recommended Book

- Payne, V.G., Isaacs, L.D. *Human Motor Development: A Lifespan Approach*, 10th Edition, 2020. New York, NY; Routledge. ISBN: 9780367347376

Suggested Book

- Hack, L., Gwyer, J. *Evidence Into Practice*. 2013. Philadelphia, PA; F.A. Davis. ISBN: 9780803618084

Self-Reporting Absence Application

<https://sims.rutgers.edu/ssra/>

If you have been told to quarantine, or are experiencing symptoms of any transmittable disease, please remain at home and not attend in-person class meetings. Email the instructor for guidance on how to proceed with missed material.

Mask Requirement

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.

Masks should conform to CDC guidelines and should completely cover the nose and mouth: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app.

Class Procedures

Students are responsible for the following:

- reviewing the lecture material provided on Canvas for each lecture
- attending **all** lectures - not all material/research presented will be on Canvas PowerPoints or in textbooks
- reading class announcements on Canvas
- adhering to Rutgers Academic Integrity Policy
- seeking help from the professor if having difficulty with any portion of the course

Grading of Assignments	Percent	Points
Introduction Survey	2%	2 (extra credit)
1 st Field Report	5%	5
2 nd Field Report	15%	15
Report Presentation	15%	15
Discussion Participation	15%	15
Exam #1	15%	15
Exam #2	15%	15
Exam #3	<u>20%</u>	20
Total	102%	102

Using the above percentages, final grades will be assigned as follows:

A = 90% or higher	C = 70 to 74.99%
B+ = 85 to 89.99%	D = 60 to 69.99%
B = 80 to 84.99%	F = 59.99% or lower
C+ = 75 to 79.99%	

Introduction Survey: This survey will tell the instructor about you and why you are taking this course. It is worth two extra credit points toward your course total.

1st Field Report (5% of grade): You will have an opportunity to watch children playing by viewing assigned videos. A report of what you've observed (no more than two pages) will be **due on 2/10**. Choose two children to observe (from two different videos). You may make up first names for them in your report. Note how the children are moving and what activities they are engaged in. Note if they are interacting with others and how they are doing so. Try to guess at their ages. Compile your observations, thoughts, and notes on what you've witnessed. This should be a brief, 1-2 page report, double-spaced. Upload your file to the Assignment, "1st Field Report," on Canvas.

2nd Field Report (15% of grade): By the second report, you will have more knowledge and your observation and report will be more informed and elaborate. You are to choose two children to observe – these can be children you know and have videotaped with permission of their parent/guardian, or children from pre-recorded videos found on the internet. Describe what you are observing with a focus on a specific motor skill for each child. Relate what you are observing to information learned in class – what

motor skills/control must be mastered before the child can perform this one, what skill(s) are likely to follow this one, at about what age does this skill typically present? Do this for each child, applying different lecture material for a total of two different motor skills. Then, cite a source from the literature that attempts to answer a question related to each motor skill. For instance, if you are noting that an infant was observed sitting well without assistance, you would then describe what skills would have come before and which are likely to come after, and you would include the average age for attainment of this skill. You might then cite a research article, such as, "Development of Upper Body Coordination During Sitting in Typically Developing Infants," and give a brief synopsis of the study. (Do not use this example in your paper.) Your synopsis should include the general question being researched, the type of study it is, the quantity of subjects and their ages, the general methods used, the results, and your thoughts for further research. The studies cited should be from within the last 15 years, should be focused on children, and should be from peer-reviewed journals. This report is **due on 4/11 at 11:59 pm**. The report should be 3-5 pages long, double-spaced, with 1" margins and should include a short introduction and conclusion. Research references should be listed on the last page, in APA format, not including the 3-5 pages of the report. Upload your file to the Assignment, "2nd Observation Report," on Canvas. Attach the videos you filmed or links to the online videos you are using.

Field Report Presentation (15% of grade): Each student will present their findings for the children they observed, including the two areas of development and the research articles they reviewed, in a PowerPoint presentation to the class, lasting 8-10 minutes. The student will screen share to present their slides while they narrate with their camera on. There will be questions based on the presentations on the third exam. **Presentations will take place on the days of 4/14, 4/18, 4/21, 4/25, and 4/28** and the order of presenting will be chosen randomly. PowerPoints must be uploaded to the Assignment, "Report Presentation," on Canvas and will all be **due on 4/13 at 11:59 pm**.

Online Discussion Posts (15% of grade): Class participation will be determined based on individual participation in course Discussions on Canvas. On three occasions (1/27, 2/24, and 3/24) a question will be posed to the class pertaining to course lessons, a current topical news story, or a research article focusing on an aspect of pediatric development and/or fitness. Students are expected to respond using written discussion posts. Students will further be expected to comment on another student's post. (See schedule for dates.)

Discussion participation will be assessed for quality. The first post should be original and contain supporting documentation from a peer-reviewed source inclusive of in-text citation and reference in APA format. (One source for post). Do not use a source already used by a classmate. The second post should be in response to a classmate's post and does not require a supporting source. Postings should be on topic, respectful, thoughtful, and concise. Students are expected to use proper spelling, grammar, and punctuation. Posts should add meaningful contributions to the learning experience of the entire class. Students are encouraged to avoid submitting posts that simply agree or disagree with their peers. Posts should be a maximum of two or three paragraphs.

See rubrics on Canvas for grading criteria for all assignments

Exams: Three exams will be administered to assess the ability to synthesize the information covered within this course. Collectively these exams will comprise **50% of the final grade**. The exams will consist of objective-type questions, e.g. multiple choice, T/F, and will also contain short answer and/or essay questions. The second and third exams may be comprehensive in that they will cover all course material to date, including questions from the previous exams. The third exam will be administered during the final exam period from May 5 – May 11. Schedule <https://scheduling.rutgers.edu/scheduling/exam-scheduling/final-exam-schedule>

Tentative Class Outline

Class	Date – TBD	TOPIC	READINGS
1	1/20	Intro to Course, Schedule, Class Procedures, Why is This Topic Important?	Syllabus
2	1/24	Fundamentals of Research – Evidence Based Practice	Evidence – Chapters 10,11,12
3	1/27	Biological Maturation	
4	1/31	Biological Maturation Discussion Topic 1: 1st Post Due 11:59 pm	
5	2/3	Cardiorespiratory Development Discussion Topic 1: 2nd Post Due 11:59pm	
6	2/7	Neurological Development	
7	2/10	Neurology – Sensory Integration 1st Field Report Due 11:59 pm	
8	2/14	Neurology – Reflexes	
9	2/17	EXAM 1 (up to and including Neuro Devlpmt)	
10	2/21	Developmental Motor Milestones	Payne – Chapter 8
11	2/24	Voluntary Movements of Infancy	Payne – Chapter 10
12	2/28	Fundamental Locomotion Skills Discussion Topic 2: 1st Post Due 11:59 pm	Payne – Chapter 12
13	3/3	Fine Motor Development Discussion Topic 2: 2nd Post Due 11:59 pm	Payne – Chapter 11
14	3/7	Speakers – Peds OT & ST	
15	3/10	Fundamental Object Control	Payne – Chapter 13
	3/14 & 3/17	SPRING BREAK	
16	3/21	Effects of Stimulation and Deprivation	Payne - Chapter 5
17	3/24	EXAM 2 (up to and includng Fund Obj Contrl)	
18	3/28	Effects of Stimulation and Deprivation (cont) Discussion Topic 3: 1st Post Due 11:59 pm	Payne – Chapter 5
19	3/31	Cognitive and Motor Development Discussion Topic 3: 2nd Post Due 11:59 pm	Payne – Chapter 2
20	4/4	Social and Motor Development	Payne – Chapter 3
21	4/7	PA, Fitness and Health	
22	4/11	Youth Sports 2nd Field Report Due 11:59 pm	Payne – Chapter 14
	4/13	Presentation PowerPoints Due 11:59 pm	
23	4/14	Presentations of 2nd Field Reports	
24	4/18	Presentations of 2nd Field Reports	
25	4/21	Presentations of 2nd Field Reports	

26	4/25	Presentations of 2nd Field Reports	
27	4/28	Presentations of 2nd Field Reports	
28	5/2	Stress/Relaxation/Meditation/Yoga	
29	TBD	EXAM 3	

Make-up Policy

No make-ups or extensions will be offered for missed assignments except in one of the following situations, provided that the instructor is notified in advance:

- Athletic or other Rutgers sponsored trips: Travel dates and times accompanied by a signed memo from the group's advisor/coach must be presented to the instructor prior to travel dates.
- Religious observances.

In the event of extenuating circumstances: This includes (but is not limited to) family emergencies, severe illnesses, accidents, etc. it will be up to the prerogative of the instructor whether or not the student will be allowed to take the make-up or receive an extension.

Current Academic Integrity Policy

<https://nbprovost.rutgers.edu/academic-integrity-students>

▪ **Honor pledge:**

- You will need to sign the Rutgers Honor Pledge on every exam as follows:
- *"On my honor, I have neither received nor given any unauthorized assistance on this examination."*

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution—re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work

If in doubt, please consult the instructor. Please review the [Academic Integrity Policy](#).

Student Resources

Learning Centers: <https://rlc.rutgers.edu/>

Academic Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>

Dept. of Kinesiology & Health Academic Advising: <https://kines.rutgers.edu/academics/academic-advising>

Academic Advisor: Daria Gonzalez; Email: Daria.Gonzalez@rutgers.edu

Student Success Resources: <https://success.rutgers.edu/>

Diversity & Inclusion:

The Department of Kinesiology and Health supports an inclusive learning environment wherein diversity and authenticity are valued. We are committed to creating a culture of equality that respects the diverse voices of our students, faculty and staff. We will continuously strive to create a curriculum and academic environment to reflect the community we serve, and drive innovation, social responsibility and excellence. Our diversity in thought, skill, and academic discipline is a resource and strength, which stands to benefit the whole and positively contribute to University and global reach.

Student-Wellness Services

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

