

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
DEPARTMENT OF KINESIOLOGY AND HEALTH
SPRING 2021 COURSE SYALLABUS

- COURSE:** PEDIATRIC PHYSICAL DEVELOPMENT AND FITNESS
(01:377:340)
- INSTRUCTOR:** Lisa Rossman Murphy, DPT
- EMAIL:** lar122@kines.rutgers.edu
- OFFICE HOURS:** By appointment
- CLASS HOUR:** Tues/Thurs 2:15-3:35 pm
- CLASS LOCATION:** Online via Webex (meeting information will be sent)
- RECOMMENDED TEXT** Payne, V.G., Isaacs, L.D.. *Human Motor Development: A Lifespan Approach*, 10th Edition, 2020. New York, NY; Routledge.
ISBN: 9780367347376
- SUGGESTED:** Hack, L., Gwyer, J. *Evidence Into Practice*. 2013. Philadelphia, PA; F.A. Davis.
- NOTES:** Will be posted to the Canvas class website
(<https://Canvas.rutgers.edu>) in PDF format
- PREREQUISITES:** Functional Human Anatomy 01:377:213 or equivalent

COURSE DESCRIPTION:

The undergraduate course in Pediatric Physical and Motor Development is intended to provide a basic framework of knowledge on the following topics: (a) pediatric development from birth through maturation; (b) the relationship between physical development and other areas of development, including cognitive and social; (c) physical development, physical activity, and fitness; and (d) current trends and health protocols. This course is designed to provide information on physical development, functional movement skills, physical literacy, and how these affect a child's participation in physical activity. This course will 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.

COURSE OBJECTIVES:

Students will be able to:

1. List and describe definitions and concepts of developmental processes and effects as related to theories of pediatric physical growth, motor 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 motor 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 physical development and 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.

PERFORMANCE EXPECTATIONS

Students are responsible for the following:

- reviewing the lecture material provided on Canvas for each class meeting
- attending **all** lectures (not all material/research presented in class will be on Canvas or in textbook)
- joining the class on time and muting microphone until you are called upon
- verbally participating in class discussions
- notifying the professor prior to class via email if you will be joining the class late or if you have to leave early.
- reading class announcements on Canvas
- adhering to Rutgers Academic Integrity Policy when completing online assignments
- seeking help from the professor if having difficulty with any portion of the course

EVALUATION

As with any introductory class, this course will cover a great deal of material. The grading policy has been developed to assist in keeping up with the material and assessing demonstrated competency of the course material.

Grading of Assignments

1 st Field Report	5%
2 nd Field Report	15%
Report Presentation	15%
Discussion Participation	15%
Exam #1	15%
Exam #2	15%
Exam #3	<u>20%</u>
Total	100%

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

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

Field Reports: You will have two opportunities to observe children during normal play routines by watching assigned videos - once in the beginning of the course and again about two thirds through the course. You will compose reports of each of the observations/viewings. The 1st and 2nd reports will be worth 5% and 15% of your course grade, respectively. They should include full sentences with correct spelling, grammar and punctuation. For the 2nd Field Report, references should be cited in APA format.

1st Observation Report (5% of grade): A report of what you've observed (no more than two pages) will be **due on 1/29 at 11:59 pm**. For the first observation, choose two children to observe (preferably from two different videos). You may make up first names to refer them to 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 Observation Report," on Canvas.

1st Observation Report Rubric:

Rubric	Description
5	Two children from two different videos were described. Movements of the children and/or interactions with other children were discussed. An attempt was made to guess at the ages of the two children of focus. Report was 1-2 pages, double-spaced.

4	Two children from two different videos were described. Movements of the children and/or interactions with other children were discussed. No attempt was made to guess at the ages of the two children of focus. Report was 1-2 pages, double-spaced.
3	Two children from two different videos were described. No discussion of movements of the children and/or interactions with other children. No attempt was made to guess at the ages of the two children of focus. Report was not 1-2 pages, double-spaced.
2	One child from one video was described. Movements of the child and/or interactions with other children were discussed. An attempt was made to guess at the age of the child of focus. Report was 1-2 pages, double-spaced.
1	Only one child mentioned. No description of movements/interactions was given. No attempt to guess at the child's age was made.

2nd Observation Report (15% of grade): By the second observation, you will have more knowledge and your observation and report should be more informed and elaborate. For the second observation, you are to again select two children (from two different videos) to observe. Choose two areas of development that were covered in class and are relevant to what you are observing for EACH CHILD (four areas of development). Relate the information learned to how the child is presenting/moving/interacting. Do this for each child, applying different lecture material for a total of four concepts/areas of focus in the report. Cite a source from the literature that attempts to answer a question related to each area of focus. For instance, if you are noting that an infant was observed sitting well without assistance, you might discuss how this gross motor milestone is attained by 8 months of age and enables the child to use hands freely for play. You might 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 and should be focused on children. This report is **due on 4/15 at 11:59 pm**. The report should be 4-6 pages long, double-spaced. Research references should be listed on the last page, in APA format, not including the 4-6 pages of the report. Upload your file to the Assignment, "2nd Observation Report," on Canvas.

2nd Observation Report Rubric:

Rubric	Description
5	For each of two children, there were two areas of development presented (four total). Information from lecture was used to assess each area of development presented. A research source was applied to each of the four areas discussed. The studies were clearly described with the following information: type of study, question/problem being studied, number of subjects, ages of subjects, methods, results, your thoughts for future research. Studies cited were conducted within the last 15 years. Research references were listed in APA format on the last page and cited appropriately within report. Report is 4-6 pages double-spaced, not including references.
4	For each of two children, there were two areas of development presented (four

	total). Information from lecture was not applied to assess each area of development presented. Or, a research source was not applied to each of the four areas discussed. Or, the studies were described but some of the following information was missing: type of study, question/problem being studied, number of subjects, ages of subjects, methods, results, your thoughts for future research. Studies cited were conducted within the last 15 years. Research references were listed in APA format on the last page. Citations were not in APA format. Report is 4-6 pages double-spaced, not including references.
3	There were only three total areas of development presented. Or, information from lecture was not applied appropriately or not used at all to assess each area of development presented. Or, a research source was not applied to each of the four areas discussed. Or, the studies were not clearly described and information was missing. No thoughts for future research. Or, studies cited were conducted more than 15 years ago. Research references were not listed in APA format on the last page. Citations were not in APA format. Report is 4-6 pages double-spaced, not including references.
2	There were only two areas of development presented (one for each child). Or, information from lecture was not used at all to assess each area of development presented. Or, a research source was not applied to each of the areas discussed. Or, the studies were not clearly described and information was missing. No thoughts for future research. Or, studies cited were conducted more than 20 years ago. Research references were not listed in APA format on the last page. Citations were not in APA format. Report is not 4-6 pages double-spaced, not including references.
1	The report lacked most of the requirements listed in the 5-point criteria.

Observation Report Presentation (15% of grade): Each student will present their findings for ONE of the children they observed, including the two areas of development and the research articles they reviewed, in a PowerPoint presentation to the class, lasting 5-10 minutes. The student will screen share to present their slides while they narrate with their camera on. **Presentations will take place on the days of 4/16, 4/20, 4/23, 4/27, and 4/30** 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 4/15 at 11:59 pm**. Please see the following rubric for grading criteria:

Observation Report Presentation Rubric:

Rubric	Description
5	The report was presented in a very clear, sequential and orderly manner so that the audience could easily follow and understand the field observations, developmental areas of focus, and cited research of interest. Each component of the presentation was concisely and precisely outlined without the presenter reading his/her report verbatim. PowerPoint slides were easy to read, engaging, and effectively designed to support the presentation. The presenter demonstrated outstanding understanding of the material and fielded questions without difficulty.
4	The report was presented in a clear and orderly manner so that the audience could

	follow and understand the field observations, developmental areas of focus, and cited research. Each component of the presentation was outlined without the presenter reading his/her report verbatim. Most PowerPoint slides were easy to read and supported the presentation. The presenter demonstrated good understanding of the material and fielded questions with minimal difficulty.
3	The report was presented in an orderly manner so that the audience could mostly follow and understand the field observations, developmental areas, and research. Frequently, the presenter had to read his/her report verbatim. Some of the PowerPoint slides were difficult to read and may not have supported the presentation. The presenter demonstrated understanding of the material and fielded questions with some difficulty.
2	The report lacked clarity; the sequence and order of slides did not effectively lead the audience to fully understand the observations, developmental areas of focus, and/or cited research. Frequently, the presenter had to consult his/her notes and/or read the report verbatim. Some of the PowerPoint slides were difficult to read and may not have supported the presentation. The presenter demonstrated understanding of the material but had difficulty in fielding questions from the audience.
1	The report lacked evidence of a clear and effective presentation.

Online Discussion Posts (15% of grade): Class participation will be determined based on individual participation in course Discussions on Canvas. On three Mondays (2/1, 2/22, and 3/29) 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 children's fitness. Students are expected to respond using written discussion posts. Students will further be expected to comment on another student's post. First discussion posts should be a response to the week's topic and will be due by the following Tuesday at 11:59 pm. The second post should be a comment on another student's post and will be due that following Thursday at 11:59 pm. These Discussions will begin the third week of the course, so the first posts will be due by Tuesday, 2/2, at 11:59 pm. You may begin the Discussion once the topic is posted on the Monday morning.

Discussion participation will be assessed for quality. The first post, which will be a response to the topic, should contain supporting documentation from one peer-reviewed study dated within the last 15 years and inclusive of citation and reference in APA format. 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.

Discussion Post Rubric:

Rubric	Description
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5	Posts were on or before the deadline. Information stayed on topic and contributed to learning experience of the whole class. Posts were thorough and concise (no more than 2 or 3 paragraphs). There was a logical flow of information. Correct grammar, spelling, and punctuation was used. A reference was cited and applied appropriately to illustrate a viewpoint or opinion of the post. Citation was in correct APA format. (Required for the first post.)
4	Posts on or before the deadline. Format, context, and or interpretation of the topic needs improvement. Correct grammar, spelling, and punctuation was used. A reference was cited and applied appropriately to illustrate a viewpoint or opinion of the post. Citation was in correct APA format. (Required for the first post.)
3	Posts on or before the deadline. Format, context, and/or interpretation of the topic lacking. Incorrect grammar, spelling, and/or punctuation. References were cited but not applied/interpreted well within post. Citation was not in correct APA format.
2	Posts one day late. Format, context, and/or interpretation lacking. Poor grammar, spelling, and/or punctuation. References were cited without interpretation or application to post. Citation was not in correct APA format.
1	Posts one day late. Did not address all aspects required. Lengthy (over 3 paragraphs). Inadequate elaboration. Illogical flow of information. Frequent errors. No references cited.

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.

Tentative Class Outline

Class	Date - TBD	TOPIC	READINGS
1	1/19	Intro to Course, Schedule, Class Procedures	Syllabus
2	1/22	History of Pediatrics/Why is This Topic of Interest Piaget's Cognitive Motor Development	Payne - Chapter 2
3	1/26	Video Observation 1	
4	1/29	Fundamentals of Research - Evidence Based Practice 1st Observation Report Due 11:59 pm	Evidence - Chapters 10,11,12
5	2/2	Biological Maturation 1st Discussion Posts Due 11:59 pm	
6	2/5	Biological Maturation* 2nd Discussion Posts Due 11:59 pm	
7	2/9	Cardiorespiratory Development	
8	2/12	Neurological Development	
9	2/16	EXAM 1*	

10	2/19	Neurology – Sensory Integration and Reflexes	
11	2/23	Developmental Motor Milestones 1st Discussion Posts Due 11:59 pm	
12	2/26	Voluntary Movements of Infancy Speaker 2nd Discussion Posts Due 11:59 pm	Payne – Chapter 10
13	3/2	Fundamental Locomotion Skills**	Payne – Chapter 12
14	3/5	Fine Motor Development	Payne – Chapter 11
15	3/9	Fundamental Object Control	Payne – Chapter 13
16	3/12	EXAM 2**	
17	3/23	2nd Video Observation 1	Payne – Chapter 5
18	3/26	Fundamental Object Control (cont.)	
19	3/30	Effects of Stimulation and Deprivation 1st Discussion Posts Due 11:59 pm	Payne – Chapter 5
20	4/2	Social and Motor Development 2nd Discussion Posts Due 11:59 pm	Payne – Chapter 3
21	4/6	PA, Fitness and Health	
22	4/9	Youth Sports	Payne – Chapter 14
23	4/13	Stress, Relaxation, Yoga	
	4/15	2nd Observation Report Due 11:59 pm Presentation PowerPoints Due 11:59 pm	
24	4/16	Presentations of 2nd Observation Reports	
25	4/20	Presentations of 2nd Observation Reports	
26	4/23	Presentations of 2nd Observation Reports	
27	4/27	Presentations of 2nd Observation Reports	
28	4/30	Presentations of 2nd Observation Reports	
29	Finals' Day	EXAM 3	

Academic Integrity: Rutgers University is built upon a strong foundation of integrity, respect, and trust. All students are expected to know and follow the academic integrity policy of Rutgers University. This policy can be found at <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/>. Should you have any questions about this policy, please contact the instructor.

Email Etiquette: When emailing your instructor, please use your Rutgers e-mail address and identify yourself by full name and course number. Students are expected to place the course number, followed by the subject, in the subject line, use appropriate e-mail etiquette, and maintain reasonable expectations for instructor responses. The instructor will respond to student emails within 1-2 business days.

Plagiarism: By enrolling in this course, you are indicating implicitly that you have read, understood, and accepted Rutgers University's policies and procedures regarding academic integrity and dishonesty. Plagiarism and cheating will not be tolerated and all University policies apply. Specifically, if plagiarism or cheating is suspected, the student(s) will be asked to meet with the instructor. If the instructor concludes that an instance of plagiarism or cheating has occurred, the student(s) will be subject to an appropriate sanction or penalty outlined in Rutgers University Academic Integrity Policy.

Please note that plagiarism is using the ideas or writings of another as one's own. It varies in degree and severity. The most severe is the use of another's entire paper word-for-word. Less severe is the use of another's sentence, paragraph, or ideas without giving credit to that individual (i.e., without providing a reference).

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.
- 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.

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.

UNIVERSITY SERVICES:

Although many of these offices remain closed to in-person visits, all remain accessible virtually. We encourage students to continue to use these resources during this semester of remote learning.

Service	Description	Contact Information
Student Accommodations	If you are a student in need of accommodations, please register with the Office of Disability Services in order to initiate the accommodations process. Please present your letter of accommodation to your instructor during the first week of the semester. Please note that accommodations are not retroactive.	(848) 445-6800 Lucy Stone Hall, Suite A 145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 https://ods.rutgers.edu/
Just In Case Web App	Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.	http://codu.co/cee05e

Counseling, ADAP & Psychiatric Services (CAPS)	CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional 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.	(848) 932-7884 17 Senior Street, New Brunswick, NJ 08901 www.rhscaps.rutgers.edu/ Medical Services: http://health.rutgers.edu/medical-counseling-services/medical/ Counseling Services: http://health.rutgers.edu/medical-counseling-services/counseling/
Violence Prevention & Victim Assistance (VPVA)	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.	(848) 932-1181 3 Bartlett Street New Brunswick, NJ 08901 www.vpva.rutgers.edu/
Scarlet Listeners	Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.	(732) 247-5555 https://rutgers.campuslabs.com/engage/organization/scarletlisteners
Academic Support	School of Arts and Sciences Academic Advising for personal, career, and educational goals. Department of Kinesiology & Health Academic Advising for questions about Exercise Science or Sport Mangement major/minor requirements.	SAS: https://sasundergrad.rutgers.edu/ Dept. of Kinesiology & Health: Daria Gonzalez Loree Gym, Room 110 Email: Daria.Gonzalez@rutgers.edu https://kines.rutgers.edu/academics/academic-advising