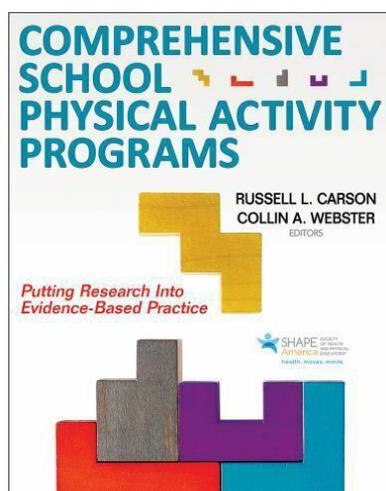


## RECENT PUBLICATIONS

### Book reviews

**Comprehensive School Physical Activity Programs:  
Putting Research into Evidence-Based Practice.  
First Edition**

Editors: Russell L. Carson, Collin A. Webster  
Publisher: Human Kinetics, 2020  
408 pages; price: \$65.00 (paper) \$49.00 (ebook)



For the last decades, there has been no doubt that physical activity (PA) is critically important for children's physical, cognitive, social and emotional health, the current recommendations in the United States – as well as in many other developed countries - being for every youth, aged 6 to 17, to accumulate a minimum of 60 minutes of PA per day. However, despite the clarity of these minimum recommendations and the apparent ease to fulfill them, as well as despite the vast media attention worldwide, PA participation still declines as children move through their school years. And this even if the childhood and school period represents the best time for adopting behavioral patterns in general, and long-lasting PA habits that continue into adulthood, in particular.

The Comprehensive School Physical Activity Program, or CSPAP, emerged in USA as part of public health efforts to counteract the rising prevalence of chronic hypokinetic diseases such as obesity, heart disease and diabetes, and originated in a National Association for Sport and Physical Education (NASPE) position statement in 2008. At that moment, the launch of the CSPAP model was considered necessary because although the schools benefited from

the most appropriate resources for daily PA routine implementation, they were still poorly prepared to generate a significant impact in this respect.

Taking note of the complex and pressing challenges of targeting schools and their professionals as change agents for public health initiatives, Russ Carson, a renowned leader of the CSPAP model, and Collin Webster, an internationally recognized expert in the field of youth PA promotion, have felt urged to finally offer a comprehensive up-to-date, all-in-one book dedicated to the promotion of PA in and through schools. A resource not only to bridge research and practice in one place, but also to summarize the vast experience of the national task forces mobilized by and within the respective model.

The book brings together a set of the most relevant texts written by pioneers and recognized practitioners in the CSPAP field, in order to accommodate the growing needs and questions of all those, not few in number, who want to learn more about CSPAP. Its 22 chapters are organized into six sections of different dimensions, but all the chapters use the same formal structure, with six subheadings: a review of the current research, succeeded by the knowledge claims (or “*what we know*”), knowledge gaps (“*what we need to know*”), evidence-based recommendations and applications (“*what we need to do*”), questions to consider for discussion, and case examples.

After the first part whose two chapters provide both the historical and foundational perspectives and the policy landscapes of the CSPAP model, the second part comes with three chapters from which we learn about the factors that need to be taken into account when designing, implementing, and estimating the program sustainability. Factors which can be of internal (within school) and external (beyond school), and also – in practice crucial – of psychological (within-individual) nature.

The next two parts with a total of ten chapters stand for the essential pillar of the book vision of the CSPAP model and its implementation. So, if the first five chapters of Part III focus on specific components of the CSPAP model - of which very important are PA during school (chapter 7), before and after school (8), along with staff involvement (9) and family and community engagement (10) - the last chapter (11) shows us why the complex multi-component approaches of the PA promoting programs through schools are the most effective and recommended. On the other hand, the first two chapters of Part IV provide comprehensive information and specific considerations for effectively promoting PA within urban and rural contexts, while chapters 14 and 15 refer to the ongoing international

CSPAP initiatives and the model applications within other contexts than the school settings.

Part V also encompasses four chapters and is entitled “*Developing, measuring, and promoting CSAPs*”, and starts with information about the process and tools used to establish the real and specific PA promotion needs of each school community. Its last two chapters - 18 and 19 - deal with evaluating and advocating for CSPAPs, respectively. In the end, the three chapters within the last part help to make us look and see into the future of the field. In this attempt, their respective authors first examine the intended or already implemented reform efforts for the training

of physical education teachers and other professionals (ch. 20), subsequently focusing on the possibilities to integrate new technologies into CSPAPs (ch. 21). The book concludes with a section within which the two editors not only summarize and synthesize all the previous content, but also “recommend strategies to advance and further coalesce the fields of practice where CSPAPs intersect, take root, and blossom”.

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