

# Quest 2: Exercise as Medicine

IDS 2935 | 3 Credits | Fall 2023

Connect with HHP



## Course Info

|                              |  |
|------------------------------|--|
| <b>INSTRUCTOR</b>            | <b>Anna Gardner, PhD</b><br>Office: FLG 106-H<br>Email: <a href="mailto:akgardner@ufl.edu">akgardner@ufl.edu</a>                           |
| <b>OFFICE HOURS</b>          | MW 10:30 am – 12 noon or by appointment<br>*PLEASE NOTE: Office hours will be held in person unless otherwise indicated by the instructor. |
| <b>MEETING TIME/LOCATION</b> | <b>Class number 25015</b><br>MWF Period 6 12:50 – 1:40 pm MCCC 0100  |

## COURSE DESCRIPTION

Hippocrates once stated “eating alone will not keep a man well; rather he must also take exercise to produce health”. This mindset traversed centuries and continents, and in the 1970s, Westernized medicine initiated a strong focus on the role exercise played in prevention and treatment of chronic disease. To date, a plethora of research has demonstrated countless physiological, psychological, and emotional health benefits provided by an active lifestyle. Yet given this knowledge, our country continues to face the negative health repercussions given a relatively inactive, sedentary society. This Quest 2 course utilizes the disciplines of applied physiology, health education, medicine, healthcare economics, and government/public policy to explore the challenges associated with exercise as an everyday lifestyle among Americans. In this class, we will identify and investigate the role various entities (i.e. government, healthcare providers, insurance agencies, pharmaceutical companies) play in fostering exercise behavior. Learning techniques will include a mixture of philosophical discussion, literature review, self-reflection, interview, and qualitative thematic analysis. Class periods will utilize a high level of faculty-student engagement through qualitative research skill-building, faculty-led discussions, and lectures incorporating student-led literature reviews.

*Quest 2 pressing questions:*

- *If exercise is medicine, why is our society plagued by inactivity and its associated negative health consequences?*
- *What entities do or should play a role in promoting an active lifestyle among Americans? What should this role be?*

## Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences  
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## REQUIRED AND RECOMMENDED MATERIALS

All of the media for the course, including videos, readings, and audio recordings are available through Canvas (see [www.elearning.ufl.edu](http://www.elearning.ufl.edu)). **Please note: Students will be advised when to complete assigned readings and/or watch assigned videos BEFORE coming to class.** Much of our class time will center around discussion and it is imperative that students be prepared in order to facilitate worthwhile and meaningful conversation.

## Course & University Policies

### ATTENDANCE POLICY

Attendance is not required **EXCEPT for days designated for working in your presentation groups**. Dates for mandatory attendance include: 10/20, 10/23, 10/25, 10/27, 10/30, 11/1, 11/3, and 11/6. Any changes to these dates will be announced by the instructor. Requirements for attendance and excused absences on these days are consistent with university policies (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Students will be responsible for all material presented in class in addition to any material posted on the class website. **Failure to attend class will almost certainly result in a significantly lowered grade.**

### PERSONAL CONDUCT POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor in this class.

Cheating (including plagiarism) in any way will not be tolerated. **Any student caught cheating will receive a zero for that exam/assignment. There will be no exceptions. Additionally, the instructor may assign a failing grade for the course.** In all cases, students will be subject to the regulations and consequences, which can include probation or expulsion from the University, outlined in the Student Handbook.

In addition:

1. Phones must be turned to silent or off during all lectures.
2. Students will be expected to show respect to the instructors and all students in the class. Students behaving disrespectfully (talking during lectures, making inappropriate or threatening statements to instructor or students, using phones in class, etc.) will be dismissed from the lecture or exam at hand. All university regulations governing student behavior will be enforced.
3. Lectures will begin at the scheduled times. Students will be expected to arrive on-time, and in the event of tardiness, to enter the room with as little disruption as possible.
4. No audio or video recordings may be made of any part of this course without written consent by the instructor.
5. Lecture notes posted on the class website are the property of the instructor. They are posted solely for students in this course and solely to facilitate note-taking and studying. No part of the materials may be re-distributed, reproduced, or used for any purpose other than note-taking and studying.

### MAKE-UP POLICY

Students who are ill or have an emergency that prevents them from completing assignments on time are responsible for contacting the instructor as soon as possible. **Extensions or make-ups are at the discretion of the instructor given that there is a medical, family, or other emergency that deems the need for a make-up.** Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

A student experiencing an illness should visit the UF Student Health Care Center to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office ([www.dso.ufl.edu](http://www.dso.ufl.edu)) and follow the DSO Care Team procedures for documentation and requesting a make-up assignment (<https://www.dso.ufl.edu/care/courtesy-letters/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO.

Canvas: A ticket number received from UFIT Helpdesk must accompany requests for make-ups due to technical issues (see Academic Resources below). The ticket number will document the time and date of the problem. If the time and date are past the assignment deadline, the request may not be granted. You must e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

### COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Getting Help

### HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

### ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

## Grading

### Description of Graded Work

| Graded Work           | Point value |
|-----------------------|-------------|
| Reflections Papers    | 200         |
| Quiz                  | 20          |
| ACSM Video Assignment | 10          |
| Physician Interview   | 80          |
| Group Presentation    | 120         |
| <b>Total:</b>         | <b>440</b>  |

**Reflection papers:** There will be a total of five reflections completed during the semester. The accompanying point values are noted below next to the description of each paper. Each reflection paper must be submitted on Canvas as a Word document. Your paper should be at least one page in length (12 point, single-spaced, Times New Roman, 1" margins all around) and address each of the items listed.

#### 1) Reflection on Exercise as Medicine (due 9/1). 30 points total.

Address the following 3 questions:

- Prior to this course, what knowledge (if any) did you have of Exercise as Medicine?
- What are your own beliefs, perceptions, and ideas of Exercise as Medicine?
- What do you look forward to learning in this course about Exercise as Medicine?

**2) Reflection on Qualitative Analysis (due 9/22). 50 points total.**

Address the following 5 questions:

- Provide specific detail on the methodology used to analyze the qualitative data
- Provide a summary of findings from the overall analysis
- What do you think about the overall findings? Did anything surprise you? Why or why not?
- What were some limitations to how the data was collected and analyzed?
- If you were to conduct analysis of a similar topic in the future, what would you change about your overall data collection and analysis design?

**3) Reflection on Physician Interview (due 11/3). 40 points total.**

Address the following 4 questions:

- During the interview, what went well? What could have gone better?
- What questions elicited particularly interesting or useful data? What questions did not?
- What are your overall takeaways from the interview- Relevant to the process? Relevant to the findings?
- Considering what you learned and what was discussed during Week 7:
  - Do the interview responses of the physician surprise you? Why?
  - What about these responses do you think contributes to the physician's role in Exercise as Medicine?

**4) Reflection on Group Presentation (due 11/17). 50 points total.**

Address the following 5 questions:

- How do you think you did working with this group compared with groups you've worked with in the past? What was the hardest thing for you personally about working in this group? What was the greatest challenge you had as a group?
- How balanced do you feel the efforts of the group members were? Did you divide the responsibilities within the group fairly? Was there one person who added more than his/her share to the group?
- If you had done this yourself, would the outcome have been better or worse? In what ways was the group more effective than an individual working alone would have been? What is one skill you have that you feel really benefitted the group?
- What changes would you recommend to make it easier for future groups to work effectively? Were you given adequate time to get to know each other and come together as a team? What took the most time deciding as a group? Why do you think it was a challenging decision?
- Considering what you learned and what was discussed during Week 7:
  - Do the overall themes surprise you as they relate to the role of physicians in Exercise as Medicine? Why?
  - What do these themes tell us in regards to the importance of medical education and physician training in enhancing Exercise as Medicine among physicians?

**5) End of semester reflection (due 12/8). 30 points total.**

Address the following 3 points/questions:

- Describe your personal and professional growth throughout the semester, particularly in relation to Exercise as Medicine.
- Looking back at your responses to Reflection Paper 1, have your views on Exercise as Medicine changed since the beginning of the class? How so?
- Expand on your course experience, including how your knowledge of Exercise as Medicine will impact your future actions.

**Quiz** (20 points): There will be one quiz during the semester. The quiz will serve to assess your general understanding of *Exercise as Medicine*. The quiz will be given in class and may consist of multiple choice, fill in the blank, true/false, and short answer questions.

**ACSM Video Assignment** (10 points): For this assignment, you will answer questions based on the video “Connecting Fitness with Healthcare” (<https://www.youtube.com/watch?v=5kTFmAbbsD0>) which we will watch in class. This assignment is due Friday, December 1.

**Physician Interview** (80 points): This experiential learning assignment is designed to give students exposure to the interview process. Students will be responsible for identifying and scheduling a one-on-one interview with a physician (M.D. or D.O.), followed by completion of a recorded, face-to-face or virtual interview. Students and instructor will work together to develop the interview guide to ensure consistency in interview questions across the class. The interview must be completed with a recording and a typed transcript submitted on Canvas by 10/24. This assignment will tie into the Reflection on Physician Interview as well as the group presentation.

| <b>Physician Interview Grading Rubric</b>  | <b>Point value</b> |
|--|--------------------|
| Identifying physician and scheduling interview   | 10                 |
| Proof of interview including video or audio file of recording  | 10                 |
| Interview includes all questions developed as part of the interview guide  | 20                 |
| Demonstrates careful listening by effectively eliciting elaboration of answers and incorporating effective follow-up questions | 30                 |
| Detailed transcript of the interview with clear indication of questions asked and answers received                             | 10                 |

**Group Presentation: Qualitative Analysis of Interview with Physician** (120 points): Students will put their qualitative skills to the test and create a 20-minute PowerPoint presentation containing methodology, analysis, and interpretation of their physician interviews. Each group will consist of 5 students (depending on class size) who will be responsible for completing a thematic analysis of their cumulative interview data. This assignment will require out-of-class effort, but students will also be given time in class to formulate, edit, and finalize presentations. Finalized presentations must be submitted in PowerPoint or Google Slides format to Canvas by the date your group presents. See page 13 for helpful tips on working as a group and formulating your presentation.

| Group Presentation Grading Rubric   | Point value |
|---|-------------|
| Brief description of overall methodology (i.e. interview process, data collection, transcription)                                 | 10          |
| Approach to analyzing the qualitative data (Who analyzed? How did you analyze and why?)   | 20          |
| Physician demographics (Who did you interview?)   | 10          |
| Overall findings (What were the overarching themes?)  | 25          |
| Interpretation of findings (Do the findings seem accurate? Reasonable? Any surprises? Any interesting outliers?)                  | 25          |
| Considering your findings, what are your suggestions for physicians/medical education moving forward?                             | 10          |
| Overall presentation (i.e. preparedness, clarity of slides, mixture of text and images, delivery of content, appropriate length)* | 12*         |
| Attendance during group work days   | 8*          |

\*Note: This portion of the rubric is graded on an individual basis. The other components of the rubric are graded on a group basis (i.e. all groups members receive the same points).

**Final Grades:** Your final course grade will consist of the evaluations listed above. No extra-credit assignments will be offered in this course. There will be no exceptions. **Students should not email the instructor requesting consideration for a higher grade or extra-credit. There will be no additional extra-credit provided in any circumstance.** This is a departmental policy and outside the control of the instructor. **Asking for a change to your grade or extra credit is considered academic dishonesty and can be reported as a student honor code violation.**

## GRADING SCALE

Any discrepancies with points displayed in the Canvas gradebook should be pointed out to the instructor *before* exam week. **There is no curve for this course.** More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. *Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

|    |           |  |    |          |
|----|-----------|--|----|----------|
| A  | 94 – 100% |  | C  | 74 – 76% |
| A- | 90 – 93%  |  | C- | 70 – 73% |
| B+ | 87 – 89%  |  | D+ | 67 – 69% |
| B  | 84 – 86%  |  | D  | 64 – 66% |
| B- | 80 – 83%  |  | D- | 60 – 63% |
| C+ | 77 – 79%  |  | E  | <60      |

## Annotated Weekly Schedule

Note: Links to articles are listed below, if available. A “Library” of PDF files is available in Canvas for easy access to the assigned readings.

| Week                  | Topics, Homework, and Assignments   |
|-----------------------|---|
| Week 1<br>(8/23-8/25) | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Intro to Course &amp; Pressing Questions</li> <li>• <b>Summary:</b> Intro to course design and expectations. Cover content related to history of Exercise as Medicine.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Exercise is Medicine: A historical perspective; pp. 195-201 (<a href="https://pubmed.ncbi.nlm.nih.gov/20622536/">https://pubmed.ncbi.nlm.nih.gov/20622536/</a>)</li> <li>○ Exercise is Medicine on Campus Action Guide, pp. 1-6 (<a href="https://www.exerciseismedicine.org/wp-content/uploads/2021/02/EIM-on-Campus-action-guide.pdf">https://www.exerciseismedicine.org/wp-content/uploads/2021/02/EIM-on-Campus-action-guide.pdf</a>)</li> <li>○ Exercise is Medicine: Analytic Review; pp 511-523 (<a href="https://journals.sagepub.com/doi/pdf/10.1177/1559827620912192">https://journals.sagepub.com/doi/pdf/10.1177/1559827620912192</a>)</li> </ul> </li> <li>• <b>Assignment:</b> No assignments due this week.</li> </ul> |
| Week 2<br>(8/28-9/1)  | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Continuation of Exercise as Medicine/Intro to Qualitative Research and Analysis</li> <li>• <b>Summary:</b> Cover content related to qualitative research design, collection, analysis, and interpretation.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Successful qualitative research: A practical guide for beginners; pp. 2-23 (manuscript file can be accessed via Canvas)</li> <li>○ Data preparation and transcription; pp. 63-81 (<a href="https://journals.sagepub.com/doi/pdf/10.1177/1525822x02239573">https://journals.sagepub.com/doi/pdf/10.1177/1525822x02239573</a>)</li> </ul> </li> <li>• <b>Assignment:</b> Reflection on Exercise as Medicine (due Friday 9/1)</li> </ul>   |
| Week 3<br>(9/4-9/8)   | <p><b>No Class - Monday 9/4 (Labor Day)</b></p> <p><b>Quiz – Wednesday 9/6</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Thematic Qualitative Analysis</li> <li>• <b>Summary:</b> Introduction to thematic analysis of qualitative data</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Theme development in qualitative analysis; pp. 100-108 (<a href="https://nordopen.nord.no/nord-xmlui/bitstream/handle/11250/2386408/Vaismoradi.pdf?sequence=3">https://nordopen.nord.no/nord-xmlui/bitstream/handle/11250/2386408/Vaismoradi.pdf?sequence=3</a>)</li> <li>○ Doing a thematic analysis: Practical, step-by-step guide for learning and teaching scholars; pp. 1-13 (manuscript file can be accessed via Canvas)</li> </ul> </li> </ul>  |



| Week                  | Topics, Homework, and Assignments   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"> <li>○ Thematic coding example – Piazza-Gardner &amp; Barry article; pp. 174-181<br/>(<a href="https://www.tandfonline.com/doi/pdf/10.1080/19325037.2014.901112?needAccess=true">https://www.tandfonline.com/doi/pdf/10.1080/19325037.2014.901112?needAccess=true</a>)</li> <li>● <b>Assignment:</b> No assignments due this week.</li> </ul>   |
| Week 4<br>(9/11-9/15) | <ul style="list-style-type: none"> <li>● <b>Topic:</b> Continuation of Thematic Analysis</li> <li>● <b>Summary:</b> Connect last week’s learning and apply it to a thematic analysis of class self-reflection papers</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ No required readings this week.</li> </ul> </li> <li>● <b>Assignment:</b> No assignments due this week.</li> </ul>   |
| Week 5<br>(9/18-9/22) | <ul style="list-style-type: none"> <li>● <b>Topic:</b> Ecological Perspective</li> <li>● <b>Summary:</b> Intro to ecological perspective as a framework for identifying key players in adoption of Exercise as Medicine</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ An ecological approach to exploring physical activity interventions; pp. 2795-2817<br/>(<a href="https://www.scrip.org/journal/paperinformation.aspx?paperid=89218">https://www.scrip.org/journal/paperinformation.aspx?paperid=89218</a>)</li> <li>○ Increasing physical activity using an ecological model; pp. 29-31<br/>(<a href="https://scholarworks.moreheadstate.edu/cgi/viewcontent.cgi?article=1917&amp;context=msu_faculty_research">https://scholarworks.moreheadstate.edu/cgi/viewcontent.cgi?article=1917&amp;context=msu_faculty_research</a>)</li> </ul> </li> </ul> <p><b>Assignment:</b> Reflection on Qualitative Analysis (due Friday 9/22)</p>   |
| Week 6<br>(9/25-9/29) | <ul style="list-style-type: none"> <li>● <b>Topic:</b> Intrapersonal and Interpersonal Roles/Institutional: Medical schools and physician education</li> <li>● <b>Summary:</b> Building from Week 4, addressing the roles one’s self and social groups play in Exercise as Medicine. Investigating medical schools and their role in education/preparing physicians for use of exercise as preventative and treatment tool</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Intro to ecological perspective; pp. 1-2 (<a href="https://extension.purdue.edu/extmedia/hhs/hhs-792-w.pdf">https://extension.purdue.edu/extmedia/hhs/hhs-792-w.pdf</a>)</li> <li>○ Barriers to exercise among college students; pp. 1-11<br/>(<a href="https://www.asep.org/asep/asep/EbbenJEPonlineOctober2008.pdf">https://www.asep.org/asep/asep/EbbenJEPonlineOctober2008.pdf</a>)</li> <li>○ Social support and physical activity; pp. 514-518<br/>(<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3402714/pdf/ckr091.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3402714/pdf/ckr091.pdf</a>)</li> <li>○ EIM Healthcare Providers’ Action Guide; pp. 1-10 (<a href="https://www.exerciseismedicine.org/wp-content/uploads/2021/02/EIM-Health-Care-Providers-Action-Guide-clickable-links.pdf">https://www.exerciseismedicine.org/wp-content/uploads/2021/02/EIM-Health-Care-Providers-Action-Guide-clickable-links.pdf</a>)</li> <li>○ Physical Activity Toolkit; pp. 4-5, 21-51 (<a href="https://www.exerciseismedicine.org/wp-content/uploads/2021/08/ExerciseIsMedicine_v8.pdf">https://www.exerciseismedicine.org/wp-content/uploads/2021/08/ExerciseIsMedicine_v8.pdf</a>)</li> </ul> </li> </ul> |

| Week                     | Topics, Homework, and Assignments   |
|--------------------------|---|
|                          | <ul style="list-style-type: none"> <li>• <b>Assignment:</b> No assignments due this week.</li> </ul>  |
| Week 7<br>(10/2-10/6)    | <ul style="list-style-type: none"> <li>• <b>No Class Friday 10/6 (UF Homecoming)</b></li> <li>• <b>Topic:</b> Interviewing Skills</li> <li>• <b>Summary:</b> Identify research question. Introduction to interviewing (guide development, notetaking, probing, etc).</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Qualitative research method interviewing; pp. 87-88 (<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4194943/pdf/JBCP-5-87.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4194943/pdf/JBCP-5-87.pdf</a>)</li> <li>○ Interview Strategies; pp. 2-4 (<a href="https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf">https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf</a>)</li> <li>○ Probing Questions in Interviews; p. 1 (<a href="https://fyi.extension.wisc.edu/programdevelopment/files/2016/04/Tipsheet34.pdf">https://fyi.extension.wisc.edu/programdevelopment/files/2016/04/Tipsheet34.pdf</a>)</li> </ul> </li> <li>• <b>Assignment:</b> No assignments due this week.</li> </ul> |
| Week 8<br>(10/9-10/13)   | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Formulating Interview Guide</li> <li>• <b>Summary:</b> Establishing interview guide for physician interview assignment. Practice mock interviews.</li> <li>• <b>Required Readings/Works:</b> No required readings this week.</li> <li>• <b>Assignment:</b> No assignments due this week.</li> </ul>  |
| Week 9<br>(10/16-10/20)  | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Institutional: Healthcare economics/ Group Presentation Preparation Icebreaker Activity (10/20: Attendance required)</li> <li>• <b>Summary:</b> Discuss impact of healthcare structure (administration, insurance, patient/provider relationship, etc) on Exercise as Medicine</li> <li>• <b>Required Readings/Works (we will watch in class):</b> <ul style="list-style-type: none"> <li>○ Video: Connecting Fitness with Healthcare, <i>starting at 3:13 through the end (55:34)</i> (<a href="https://www.youtube.com/watch?v=5kTFmAbbsD0">https://www.youtube.com/watch?v=5kTFmAbbsD0</a>)</li> </ul> </li> <li>• <b>Assignment:</b> <b>STUDENTS SHOULD BE COMPLETING PHYSICIAN INTERVIEW THIS WEEK</b></li> </ul>   |
| Week 10<br>(10/23-10/27) | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Group Presentation Preparation</li> <li>• <b>Summary:</b> Students will be given time in class to gather materials and formulate group presentation assignment</li> <li>• <b>Required Readings/Works:</b> No readings this week.</li> <li>• <b>Assignment:</b> Physician interview recording and transcript due 10/24.</li> </ul>  |
| Week 11                  | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Group Presentation Preparation</li> <li>• <b>Summary:</b> Students will be given time in class to gather materials and formulate group presentation assignment</li> <li>• <b>Required Readings/Works:</b> Reflection paper on physician interview due Friday 11/3.</li> </ul>  |

| Week                     | Topics, Homework, and Assignments   |
|--------------------------|---|
| (10/30-11/3)             | <ul style="list-style-type: none"> <li>• <b>Assignment:</b> No assignments due this week.</li> </ul>  |
| Week 12<br>(11/6-11/10)  | <p><b>No Class Friday 11/10 (Veteran's Day)</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Group Presentation Preparation (11/6) &amp; First Group Presentations (11/8)</li> <li>• <b>Summary:</b> Students will be given time in class to gather materials and formulate group presentation assignment. First group presentations will begin Wednesday 11/8</li> <li>• <b>Required Readings/Works:</b> No readings this week.</li> <li>• <b>Assignment:</b> No assignments due this week.</li> </ul>   |
| Week 13<br>(11/13-11/17) | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Group Presentations: Qualitative Analysis of Interview with Physician</li> <li>• <b>Summary:</b> Students will give in-class presentations</li> <li>• <b>Required Readings/Works:</b> No readings this week.</li> <li>• <b>Assignment:</b> Group presentations due this week. Group presentation reflection paper (due Friday 11/17).</li> </ul>   |
| Week 14<br>(11/20-11/24) | <p><b>No Classes – Thanksgiving Week</b></p>  |
| Week 15<br>(11/27-12/1)  | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Community &amp; Public Policy</li> <li>• <b>Summary:</b> Discuss laws and policies at local, state, and national level that influence Exercise as Medicine</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Active living communities; pp. 297-318<br/>(<a href="https://www.annualreviews.org/doi/pdf/10.1146/annurev.publhealth.27.021405.102100">https://www.annualreviews.org/doi/pdf/10.1146/annurev.publhealth.27.021405.102100</a>)</li> <li>○ Effective policies for promoting physical activity; pp. 1-12<br/>(<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7182760/pdf/main.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7182760/pdf/main.pdf</a>)</li> </ul> </li> <li>• <b>Assignments:</b> ACSM video assignment due Friday 12/1.</li> </ul> |
| Week 16<br>(12/4-12/8)   | <p><b>Dec 4 is last day of class</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> What do we do now? &amp; Course Wrap-Up</li> <li>• <b>Summary:</b> How to incorporate Exercise as Medicine into our daily lives and educate those around us as well. Final components and wrap-up of course.</li> </ul>   |

| Week | Topics, Homework, and Assignments   |
|------|---|
|      | <ul style="list-style-type: none"><li data-bbox="348 334 1881 467">• <b>Required Readings/Works:</b> Promoting physical activity and exercise; pp. 1622-1635 (<a href="https://reader.elsevier.com/reader/sd/pii/S0735109718381695?token=75D9AF0AC030EFE5D0F1D3A0C9B3014CA2EE799BA1FCFE3263BA8821F1D445C98F8093430499CE94EE7446D9497B351A&amp;originRegion=us-east-1&amp;originCreation=20220128170257">https://reader.elsevier.com/reader/sd/pii/S0735109718381695?token=75D9AF0AC030EFE5D0F1D3A0C9B3014CA2EE799BA1FCFE3263BA8821F1D445C98F8093430499CE94EE7446D9497B351A&amp;originRegion=us-east-1&amp;originCreation=20220128170257</a>)</li><li data-bbox="348 477 1150 505">• <b>Assignment:</b> End of semester reflection paper (due Friday 12/8)</li></ul> |

## Suggestions for Group Work Success

- Communication is key! Exchange contact info right away and do your best to respond promptly to texts, emails, etc.
- Attend class... This goes without saying. It's much easier to work as a group during the time you are given in class. You also need to attend class to learn the concepts that will be involved in the physician interview, analysis of your data, and formatting of your group presentation.
- Try your best to be available outside of class. While you will have time to work as a group during regular class hours, it is unlikely you will get everything done during this time. Therefore, you need to do your best to meet with your group outside of class. Even if this means 15-20 minutes here and there at nights or on weekends.
- Get to know one another! This not only makes the group work more fun, it also makes it easier to share ideas and collaborate on the project.

## Suggestions for Group Presentation Success

- Practice your final presentation as often as necessary for each member of your group to feel comfortable and confident
- It is assumed that each person in the group will have relatively the same amount of slides/information to present.
- Do not make your slides too "wordy", rather use the slides as a guide for what you need to say
- Incorporate 1-2 influential quotes or phrases from your transcripts to support your themes

## Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

**Content:** *Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.*

- Identify and describe the physiological role exercise plays in prevention and treatment of chronic disease (Quest 2, B). Assessment: Reflection
- Describe the basic premise of the ecological perspective as well as how the five primary levels of health behavior influence relate to Exercise as Medicine (Quest 2, S). Assessment: Reflection
- Explain the process behind qualitative investigation and its usefulness (Quest 2, S). Assessment: Reflection, Interview, Group Presentation

**Critical Thinking:** *Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.*

- Critically analyze your own beliefs and perceptions related to exercise and its impact on health (Quest 2, S). Assignment: Reflection
- Conduct analysis and form logical thematic conclusions of qualitative data (Quest 2, S). Assignment: Reflection, Group Presentation
- Propose potential feasible solutions for fostering exercise behavior in our society (Quest 2, S). Assignment: Reflection

**Communication:** *Communicate knowledge, thoughts and reasoning clearly and effectively.*

- Create and orally present clear and effective qualitative research including design, analysis, and interpretation of findings (Quest 2, S). Assignments: Reflection, Group Presentation
- Communicate ideas of how you will use Exercise as Medicine rationale to impact the lives of those around you (Quest 2, S). Assignment: Reflection

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Reflect on how you can utilize Exercise as Medicine now and in the future, both personally and professionally. (Quest 2, S). Assignment: Reflection

## **1. Details of Experiential Learning Component**

This course integrates a one-on-one interview with a local physician to serve as an experiential learning assignment. Following this interview, students will have time to reflect and incorporate their experience into a collaborative group project. The goal of this experiential learning assignment is to give students hands-on exposure to the concepts being discussed in the course and to foster a deeper understanding of how qualitative inquiry can be used to investigate and form conclusions in real-world settings.

## **2. Details of Self-Reflection Component**

Students are required to complete four self-reflections as a mechanism of identifying their own beliefs and perceptions, as well as if and how these things change following acquisition of knowledge and experiences from the course.

[End of Document]