

HSC 4950/6935, Special Topics:

Physical Activity and Community Health

Department of Health Education and Behavior

Instructor: Danielle E. Jake-Schoffman, PhD

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NOTE: Email is generally the best way to reach the instructor for a timely response (during the work day/week, i.e., between 9am-5pm, Mon-Fri). The instructor will use @ufl.edu email accounts for instructor-initiated communication. Students are responsible for checking their email accounts throughout the semester. Please refer to page 6 and Netiquette Guidelines for more information on expected email etiquette.

Department Chair: Mildred M. Maldonado-Molina, PhD, FLG-5C

Course Logistics:

- **Term and Credits:** Fall 2020; 3 credit hours
- **Class Meeting Days/Times:** Tu | Period 6-7 (12:50 PM – 2:45 PM); Th | Period 6 (12:50 PM – 1:40 PM)
- **Format and Location:** HyFlex— in-person: FLG 0235 and synchronous Zoom (see Canvas for link)
- **Office Hours:** by appointment and via Zoom Tues 3-4 pm, Thurs 2-4pm—book a time here:
<https://calendly.com/djakeschoffman/officehours>

Textbook and Readings:

Optional Textbook: Kohl III, Murray, & Salvo (2019), Foundations of Physical Activity and Public Health, Second Edition, Human Kinetics, ISBN-13: 978-1492589976; ISBN-10: 1492589977

Foundational Report: [Executive Summary of the “2018 Physical Activity Guidelines Advisory Committee Scientific Report”](#)

Required readings will be assigned throughout the course of the semester, and will be posted to your Canvas course site and announced in class. *Readings are subject to change; please watch for announcements on updated readings.

Canvas Website:

<http://elearning.ufl.edu>

Report any problems with the Website directly to e-Learning Support Services at Learning-support@ufl.edu or 352-392-4357 (select option 2).

Course Description:

Few adults or children in the US meet physical activity recommendations. Yet, community settings provide a variety of opportunities for population-level physical activity promotion, including schools, workplaces, and churches. Through this interdisciplinary course, we will explore population levels of physical activity, physical activity measurement, the role of physical activity in prevention and treatment of chronic disease, and settings and strategies for community-level physical activity interventions.

Course Overview:

This is a three credit hour lecture course designed to provide students with an overview of the intersection between physical activity promotion, community health promotion, and health behavior change.

Course Objectives:

Upon completion of this course, students will be able to:

- Understand the Physical Activity Guidelines for Americans and how they apply to a variety of sub-populations.
- Learn fundamental concepts about the relationship between physical activity and health outcomes.
- Identify the importance and challenges of monitoring population-level and intervention-specific physical activity.
- Summarize and compare the opportunities for physical activity promotion in a variety of community settings such as schools and churches.
- Critically read and evaluate scientific studies describing the results of physical activity promotion interventions.
- Synthesize evidence on the benefits of physical activity to develop a health promotion message that might resonate with a specific community (e.g., older adults).

Class Format:

A combination of synchronous lectures (offered in HyFlex via in-person or synchronous Zoom), class discussions, and in- and out-of-class projects will be used to cover course content. All course materials will be posted to the course Canvas page. Please check Canvas regularly for updates regarding course content and format.

Course Expectations:

1. Attend class sessions. Arrive on time.
2. Read all assignments before each class session.
3. Complete course assignments by due date indicated.
4. Participate in class discussions.
5. Be respectful to the instructor and fellow students.
6. Please silence cell phones before class and refrain from using them during class.
7. Follow Netiquette Guidelines and conduct yourself in a professional manner during course meetings.
8. Regularly check your email and Canvas for course announcements.

COURSE REQUIREMENTS AND POLICIES:

1. Respect for Diversity, Focus on Inclusivity: It is my intent that students from all backgrounds and perspectives be welcomed and served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity and inclusion, including but not limited to: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. I welcome conversation about how I can improve the effectiveness of the course for you personally or for other students or student groups. Our respect for each other is critical to build a safe and trusting environment for all of us to learn and support each other through this course. (Statement adapted from the University of Iowa, College of Education)
2. You are expected to adhere to the deadlines provided in the course schedule below. Assignments will not be accepted late.
 - a. Turning in assignments: All assignment are due at their designated times.
 - i. Assignments required to be submitted electronically via Canvas tool will be due on or before 11:59 p.m. on their designated due dates, unless otherwise indicated. If you experience a technical problem submitting your assignment you must contact the Help Desk (See Canvas Website).
 - ii. Late Assignments: Late assignments are accepted within 24 hours of their due date. All late assignment will automatically incur a 50% deduction in points (No exceptions). Late assignments

must be submitted via the Canvas Assignment tool. Please note that the Assignment tool will automatically close 24 hours after the due date/time.

- iii. Canvas assignments: Any requests for make-up of assignments due to technical issues must include the ticket number and the message resolution (email) received from LSS when the problem was reported. Contact must be made with the instructor within 24 hours of the technical difficulty if a makeup is requested.
 - b. Excused Absences: Acceptable reasons for absences from class are consistent with the UF Policy which includes the following: illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate, and court-imposed legal obligations. In the event of one of these, your absence will be considered excused and you will be allowed to make up any missed in-class activities if the following conditions are met.
 - i. Provide Dr. Jake-Schoffman with notification of your absence (via email or phone/phone message) within 24 hours of the absence.
 - ii. Submit formal documentation of reason for absence via email, fax, or through campus mailbox within 24 hours of your return to class.
 - c. Dr. Jake-Schoffman will not be receptive to retrospective requests for extensions.
3. All course related material (not exams) will be returned to you during the semester or will be available for you to pick up until the beginning of the Spring term (FIRST week). After that, all materials will be destroyed and should they ever be needed, the instructor's recorded grades will serve as the deciding factor in any grade disputes. It is your responsibility to maintain course-related materials and present them in case of a grade dispute.
 4. Disruptive Behavior: Disruptive behavior will not be tolerated. A 5-point deduction will occur for each occurrence of disruptive behavior AND you will be dismissed from class for that day. This includes (but is not limited to) the use of mobile phones during class, having outside, non-lesson related conversations when the instructor or other classmates are speaking, and any other unprofessional behaviors and/or remarks.

COURSE ACTIVITIES AND EVALUATION:

For Undergraduate Students:

Assignment	Points Available
Weekly Quizzes	8 @ 20 points each (total of 160 points)
Writing Reflections	4 @ 35 points each (total of 140 points)
Article Review	Review 1: 10 points, first draft 25 points, second draft Review 2: 10 points, first draft 5 points, peer review 25 points, second draft
Physical Activity Monitoring Project	50 points
Community Physical Activity Project <ul style="list-style-type: none"> • Group Presentations • Individual Paper 	50 points for presentation 50 points for paper
In-Class Activities	14 @ 10 points each (total of 140 points)
Yellowdig Engagement	70 points total
<i>Total Possible:</i>	735 points

For Graduate Students:

Assignment	Points Available
Weekly Quizzes	8 @ 20 points each (total of 160 points)
Writing Reflections	4 @ 35 points each (total of 140 points)
Article Reviews	Review 1: 10 points, first draft 20 points, second draft Review 2: 10 points, first draft 5 points, peer review 20 points, second draft
Article Presentation and Summary	30 points, presentation 15 points, written summary (due date to be set with graduate students)
Physical Activity Monitoring Project	50 points
Community Physical Activity Project <ul style="list-style-type: none">• Group Presentations• Individual Summary Paper	25 for annotated bibliography 35 for presentation 40 for summary paper
In-Class Activities	14 @ 10 points each (total of 140 points)
Yellowdig Engagement	70 points total
<i>Total Possible:</i>	770 points

Weekly Quizzes:

- There will be 11 weekly quizzes; they will be available on Canvas by Thursday at 6pm and are due by Sunday at 11:59pm each week. Quizzes will cover readings, lectures, and class activities from the week. Quizzes will be primarily multiple choice but may include matching, short answer, fill in the blank, and brief essay questions.
- Quizzes are closed book, and it is expected you do not consult outside notes, readings, or other resources while completing them.
- The lowest 3 quizzes will be dropped, such that only 8 of the 11 quizzes count towards your final grade.
- There will be no make-up quizzes available.

Writing Reflections:

- There will be 4 timed writing reflection activities. These are intended to allow students to demonstrate their mastery of the course material and connections between course concepts in a format that provides more creativity than a multiple choice exam.
- Writing reflections will be held in a timed Canvas exam and will be closed book unless otherwise noted; therefore it is expected that students do not consult outside notes, readings, or other resources while completing them.
- Writing reflections will not be cumulative, but material in the course will build on previous topics so a solid understanding of early material is key.
- Make-Up Reflections: There will be no individual make-up writing reflections. Students missing a reflection will take the general writing reflection given at the end of the semester. This will cover material from the entire semester. Your grade on this reflection will serve as your grade for the missed reflection(s). The make-up reflection will be available via Canvas and due December 12, 2021 at 11:59pm. Students may not use this reflection to replace a grade on reflections 1-4 – students may only sit for this exam if they miss one of the 4 course reflections.

Article Review:

- Students will be asked to write a one-page summary of an original research article. We will discuss the article in class prior to the assignment. Students will turn in a first draft of the assignment, receive feedback from the instructor, then turn in a revised version that includes responses about how previous feedback was incorporated into the new draft.
- For the second review, students will complete a first draft, peer review each other's drafts in class, then turn in a revised second draft that includes responses about how they have incorporated peer feedback.
- More instructions will be provided via Canvas.

Article Presentation (*Graduate Students Only*):

- Graduate students will be asked to select an article in a related area of physical activity promotion to present to the class; the article should be selected and submitted for instructor approval one week before the scheduled presentation. A written summary of the article should be submitted by the class period *after* the presentation.
- More instructions will be provided via Canvas.

Physical Activity Monitoring Project:

- To gain a better understanding of the measurement of physical activity and the complications of monitoring it in the "real world", students will be asked to monitor their activity for two weeks and reflect on the process in a written report.
- More instructions will be provided via Canvas.

Community Physical Activity Project

- Students will be divided into small groups and asked to select a special population group to focus on for this group project. Groups will take a deeper dive into strategies that have been or could be used to promote community-level physical activity with this population. Groups will present in class.
- Each student will turn in a written summary of the work, to be completed independently.
- (*Graduate Students Only*: graduate students will be asked to submit an annotated bibliography based on the topic of their group presentation; this should be completed independently; more instructions will be provided via Canvas).
- More instructions will be provided via Canvas.

Class Participation:

- There will be 16 participation activities. These activities will include quizzes on assigned readings, reflections on material discussed in class, or other group or individual activities. These will not be announced in advance. For most of these, you get full credit for participating. A few will be quizzes and you will earn credit based on how many questions you answer correctly.
- The 2 lowest scores on in-class activities will be dropped (so if you miss 2 activities, and thus get a "0" on those 2 activities, those 0s are dropped; in other words, you can miss 2 in class activities with no penalty).
- You can only make up in-class assignments with excused absence (see criteria for excused absences above).
 - If you are late to class and an activity has already been completed, you will not have the opportunity to make it up.
- You must make up participation assignments within 2 days of returning from excused absences.

Yellowdig Engagement:

- Yellowdig is meant to be an information venue for the class to share information and thoughts relevant to the class material and allow us to create a sense of community and also to reflect on and apply what you are learning in the course.
- Students are required to participate in ongoing dialogue related to the course content and assignments via the Yellowdig platform. The quality and of engagement in this activity will be noted and graded accordingly.
- Yellowdig opens every Monday at 12am for a new points period and closes Sunday at 11:59pm.

Grading Scale Range:

Percentage	Letter Grade	GPA Value
93.5% and above	A	4.0
90.0-93.49%	A-	3.67
86.5-89.99%	B+	3.33
83.5-86.49%	B	3.0
80.0-83.49%	B-	2.67
76.5-79.99%	C+	2.33
73.5-76.49%	C	2.0
70.0-73.49%	C-	1.67
66.5-69.99%	D+	1.33
63.5-66.49%	D	1.0
60.0-63.49%	D-	0.67
Below 60%	E	0

- Dr. Jake-Schoffman will not round grades. Other than what is described above, Dr. Jake-Schoffman does not and will not give additional points or provide extra credit to increase your final grade. In other words, an 89.99% is a B+, etc.

Course Withdrawal and Failing Grades:

- Students who have a very low grade but do not drop/withdraw from this course nor explain his/her situation to the instructor on or before 11/22/21 (UF Withdraw Deadline) will be given an “E” (Failing grade), NOT an “I” (Incomplete grade).

Email Correspondence:

- Please utilize proper etiquette when sending emails. This includes an appropriate “Subject” heading, proper greeting/salutation, grammatically correct message body, and proper closure.
- For example:

Subject Heading:

HSC4950 (or 6935 if graduate student), Fall 2021: [Brief statement about what your message covers]

Message Body:

Hello Dr. Jake-Schoffman,

[Your detailed but *brief* message here]

Thank you,

Your Name

HSC 4950 (or 6935 if graduate student), Fall 2021

- I **EXPECT** professionalism from you! Inappropriate or etiquette-deprived emails will be returned with a suggestion to revise & resend.

UNIVERSITY POLICIES:

Academic Integrity:

- Each student is expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.
- By formally registering for coursework at the University of Florida, you agreed to abide by the following statements from the University:

- As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. “ You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams).
- Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. To avoid misunderstandings on both our parts, please refer to the University of Florida Student Honor Code located at <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Students with Special Learning Needs:

- Any student with verification of disabilities will be provided every reasonable accommodation in the appropriate manner to assist them in meeting the academic requirements of the course as expected of all students enrolled after registering with the Office of Disabilities in Criser Hall. Such students should notify the instructor so special arrangements can be made. If special needs/circumstances arise, it is your responsibility to notify me immediately, not at the course’s end.
- If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please tell me and I will help you.

U Matter, We Care:

- Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need.
- If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress.
- A nighttime and weekend crisis counselor is available by phone at 352-392-1575.
- The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Title IX:

- University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF’s Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit:
- www.dso.ufl.edu/sccr/process/incident-report/ or www.dso.ufl.edu/sccr/process/victim-rights/

UF Grading Policies:

- Information related to current UF grading policies and for assignment points can be found at <http://ufl.edu/catalog/policies/regulationgrades.html>

Course Assistance:

- If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please see a course instructor immediately. Don’t wait until it’s too late.

Online Course Evaluation:

- Students are asked to provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Student Recordings:

- Per the House Bill 233 Intellectual and Viewpoint Diversity Act, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. **Specifically, students may not publish recorded lectures without the written consent of the instructor.**
- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. **A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.**
- **Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.** Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

NETTIQUETTE AND ONLINE LEARNING INFORMATION

Netiquette:

- Please see “Course Netiquette Policies” for full details; the class will discuss these policies on the first day of the term and add to them as we see fit. Then, all class members will be expected to follow them during the term.
- As we are all adjusting to course delivery via synchronous Zoom, please be patient, respectful, and kind to your colleagues, the instructor, and yourself. You are expected to conduct yourself in a professional manner, including ensuring you are dressed appropriately for a class meeting, being mindful of your surroundings, limiting distractions around you, and doing your best to focus on the course meeting and participating as you would in a face-to-face meeting.

Course Recording:

- Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.
- The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Eduroam:

- While away from UF this fall you may be in an area with limited wi-fi access. We wanted to let you know that eduroam, the on-campus wi-fi network, is available nationally and internationally. UF students can access eduroam for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide.
- **How to connect to eduroam:**
 1. If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
 2. Otherwise, follow the instructions for connecting here: <https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>.
- There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. You don't have to sit in a car--many locations have open spaces and communal rooms available so you can get online while socially distancing and following CDC guidelines in an air-conditioned space. Also, in Florida all of the UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county you can visit an REC to securely watch course videos and take care of your academic needs. Here's a link to all the eduroam sites in the U.S.: <https://incommon.org/eduroam/eduroam-u-s-locator-map/>.
- If you have any problems connecting to eduroam you can call (352-392-HELP/4357) or email the UF Computing Help Desk.

COURSE SCHEDULE:

- **Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance class learning opportunities. Such changes will be communicated clearly and are not unusual and should be expected.

	Class Date	Topic	Assignment or Assessment Due; Class Location	Readings Due
<i>Overview of Physical Activity Epidemiology and Research Methods</i>				
Week 1	Tuesday, August 24	Introduction, syllabus review, course overview		
	Thursday, August 26	History of Community Health and Physical Activity	Reading Quiz 1 due Sunday	Pratt M, et al. Putting physical activity into public health: A historical perspective from the CDC. <i>Preventive Medicine</i> 2009. Saint-Maurice PF et al. Association of Leisure-Time Physical Activity Across the Adult Life Course With All-Cause and Cause-Specific Mortality. <i>JAMA Netw Open</i> 2019.
Week 2	Tuesday, August 31	Fundamentals of Kinesiology Physical Activity Guidelines and Measurement		Piercy KL et al. The Physical Activity Guidelines for Americans. <i>JAMA</i> 2018. Review Course Foundational Info: Executive Summary of the “2018 Physical Activity Guidelines Advisory Committee Scientific Report” https://health.gov/paguidelines/second-edition/report/pdf/PAG_Advisory_Committee_Report.pdf Optional: Course Reserve: Chapter 2: Fundamentals of Kinesiology, <i>Foundations of Physical Activity and Public Health</i> , Second Edition
	Thursday, September 2	Physical Activity Guidelines and Measurement	Reading Quiz 2 due Sunday	Silfee VJ et al., Objective measurement of physical activity outcomes in lifestyle interventions among adults: A systematic review. <i>Preventive Medicine Reviews</i> 2018. Optional: Kiernan M et al. The Stanford Leisure-Time Activity Categorical Item (L-Cat): a single categorical item sensitive to physical activity changes in overweight/obese women. <i>Int J Obes (Lond)</i> 2013.
Week 3	Tuesday, September 7	Sedentary Behavior		Bond DS et al. B-MOBILE - A Smartphone-Based Intervention to Reduce Sedentary Time

				in Overweight/Obese Individuals: A Within-Subjects Experimental Trial. <i>PLoS ONE</i> 2014.
	Thursday, September 9	Module Review	Reading Quiz 3 due Sunday	
Week 4	Tuesday, September 14	Module Reflection 1	to be completed via Canvas during class period	
Research Methods 101				
	Thursday, September 16	Research Methods 101, Part 1	Reading Quiz 4 due Sunday	(For article review assignment: Pate RR et al. An Intervention to Increase Physical Activity in Children: A Randomized Controlled Trial With 4-Year-Olds in Preschools. <i>Am J Prev Med</i> 2016.)
Week 5	Tuesday, September 21	Research Methods 101, Part 2 Library Resource Overview <i>Guest Lecturer: Jane Morgan-Daniel Community Engagement & Health Literacy Librarian, UF</i>	Synchronous Zoom lecture	(For article review assignment: Kennedy AB et al. Process evaluation of a preschool physical activity intervention using web-based delivery. <i>Eval and Prog Plan</i> 2017.)
Physical Activity and Health				
	Thursday, September 23	Cardiorespiratory & Metabolic Health	First draft of article review due Reading Quiz 5 due Sunday	Powell KE, et al. Physical Activity for Health: What Kind? How Much? How Intense? On top of What? <i>Annu. Rev. Public Health</i> 2011. Optional: Shiroma EJ and Lee I-M. Physical Activity and Cardiovascular Health: Lessons Learned from Epidemiological Studies Across Age, Gender, and Race/Ethnicity. <i>Circulation</i> 2010.
Week 6	Tuesday, September 28	Musculoskeletal and Functional Health		Course Reserves: Chapter 7, Musculoskeletal and Functional Health
	Thursday, September 30	Overweight and Obesity	Reading Quiz 6 due Sunday	Loprinzi P et al. The “Fit but Fat” Paradigm Addressed Using Accelerometer-Determined Physical Activity Data. <i>N Am Med Sci.</i> 2014. Optional: Jakicic JM et al. Effect of wearable technology combined with a lifestyle intervention on long-

				term weight loss: the IDEA randomized clinical trial. <i>JAMA</i> 2016.
Week 7	Tuesday, October 5	Cancer	Second draft of article review due	Moore SC et al. Association of Leisure-Time Physical Activity With Risk of 26 Types of Cancer in 1.44 Million Adults. <i>JAMA</i> 2016. Optional: Phillips SM et al. Breast cancer survivors' preferences for mHealth physical activity interventions: findings from a mixed methods study. <i>J Cancer Surviv</i> 2019.
	Thursday, October 7	Brain Health and Mental Health	Reading Quiz 7 due Sunday	Bailey AP et al. Treating depression with physical activity in adolescents and young adults: a systematic review and meta-analysis of randomised controlled trials. <i>Psychological Medicine</i> 2018.
Week 8	Tuesday, October 12	Module Review		(For article review: Wilcox et al. The Faith, Activity, and Nutrition Program: A Randomized Controlled Trial in African-American Churches. <i>Am J Prev Med</i> 2013.)
	Thursday, October 14	Module Reflection 2	to be completed via Canvas during class period	
<i>Strategies for Physical Activity Promotion</i>				
Week 9	Tuesday, October 19	Environmental and Policy Approaches Overview of Physical Activity for Special Populations Peer Reviews		Yi L., et al. Methodologies for assessing contextual exposure to the built environment in physical activity studies: A systematic review. <i>Health & Place</i> . 2019. Optional: Sallis JF et al. Physical activity in relation to urban environments in 14 cities worldwide: a cross-sectional study. <i>The Lancet</i> 2016. Boarnet MG et al. California's Safe Routes to School Program: Impacts on Walking, Bicycling, and Pedestrian Safety. <i>Journal of the American Planning Association</i> 2005.
	Thursday, October 21	Informational Approaches Behavioral and Social Approaches	First draft of article review 2 due for peer review (due Thurs Oct 22) Reading Quiz 8 due Sunday	Reis RS, Salvo D, Ogilvie D, Lambert EV, et al. Scaling up physical activity interventions worldwide: stepping up to larger and smarter approaches to get people moving. <i>The Lancet</i> 2016. (For article review: Ayala G.X. et al. Effects of a Promotor-Based Intervention to Promote Physical Activity: <i>Familias Sanas y Activas</i> .

				<i>Am J Pub Health</i> 2011.)
Week 10	Tuesday, October 26	Health Care System Approaches Orientation to Physical Activity Monitoring Project	Peer reviews due back to partners (due Mon 10/26)	Pears S et al. A randomised controlled trial of three very brief interventions for physical activity in primary care. <i>BMC Public Health</i> 2016. Berra K et al. Making physical activity counseling a priority in clinical practice: The time for action is now. <i>JAMA</i> 2015. Optional: AuYoung M et al. Integrating physical activity in primary care practice. <i>Am J Med</i> 2016.
	Thursday, October 28	Built Environment <i>Guest Lecturer: Dr. Morgan Hughey, Assistant Professor, College of Charleston</i>	Reading Quiz 9 due Sunday Synchronous Zoom lecture	Physical Activity: Built Environment Approaches Combining Transportation System Interventions with Land Use and Environmental Design 2016.
Week 11	Tuesday, November 2	School-Based Approaches <i>Guest Lecturer: Dr. Keith Brazendale, Assistant Professor UCF</i>	Second draft of article review due (due Wed 11/4) Synchronous Zoom lecture	Love R. et al. Are school-based physical activity interventions effective and equitable? A systematic review and meta-analysis of cluster randomised controlled trials. <i>The Lancet</i> 2018. Optional: Beets MW et al. Physical activity outcomes in afterschool programs: A group randomized controlled trial. <i>Preventive Medicine</i> 2016. Metcalf B. et al. Effectiveness of intervention on physical activity of children: systematic review and meta-analysis of controlled trials with objectively measured outcomes. <i>BMJ</i> 2012.
	Thursday, November 4	Church-Based Approaches Module Review	Reading Quiz 10 due Sunday	Wilcox S et al. Faith, Activity, and Nutrition Randomized Dissemination and Implementation Study: Countywide Adoption, Reach, and Effectiveness. <i>Am J Prev Med</i> 2018.
Week 12	Tuesday, November 9	Module Reflection 3	to be completed via Canvas during class period	
<i>Special Topics in Physical Activity Promotion</i>				
	Thursday, November 11	Dog Walking for Physical Activity <i>Guest Lecturer: Dr. Katie Potter,</i>	Synchronous Zoom lecture	Reading TBD

		<i>Assistant Professor Kinesiology, University of Massachusetts Amherst</i>		
Week 13	Tuesday, November 16	Impact of Sport Participation <i>Guest Lecturer: Dr. Christine Wegner, Assistant Professor Sport Management, UF</i>	Synchronous Zoom lecture	Inoue Y et al. Motivation and Developmental Outcomes in Sport-Based Positive Youth Development, J Appl Sport Psych 2015.
	Thursday, November 18	Adaptive and Inclusive Physical Activity <i>Guest Lecturer: Dr. Michaela Schenkelberg, Assistant Professor Health and Kinesiology University of Nebraska Omaha</i>	Physical activity monitoring project due Synchronous Zoom lecture Reading Quiz 11 due Sunday	Reading TBD
Week 14	Tuesday, November 23	Promoting PA and Healthy Eating in Latino Communities	Asynchronous activity via Canvas	Ayala G.X. et al. Effects of a <i>Promotor</i> -Based Intervention to Promote Physical Activity: <i>Familias Sanas y Activas. Am J Pub Health</i> 2011.
	Thursday, November 25	Thanksgiving, no class		
Week 15	Tuesday, November 30	Group Presentations, class workshop	Group presentations	
	Thursday, December 2	Group Presentations, class workshop	Group presentations	
Week 16	Tuesday, December 7	Group Presentations, class workshop Course wrap-up, discussions Module review Complete course evaluation	Group presentations Individual papers for all groups due Annotated bibliography (for graduate students only) due Module Reflection 4 due Sunday Course Reflection (Make-up reflection) due Sunday	